



Compass Classical Academy

A Public Charter School

Charter School Application

Submitted To: New Hampshire Department of Education

Submitted By: Compass Classical Academy Foundation

Date: 7/16/2014

Revised 9/23/2014

Name of Proposed Charter School:	Compass Classical Academy, A Public Charter School
Name of Organization Sponsoring the Charter School (if any):	Compass Classical Academy Foundation
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Projected Date of School Opening:	9/2015
Proposed School Location:	Lakes Region, Tilton/Laconia area

First Year	9/2015-6/2016	Kindergarten - 5	20	120
Second Year	9/2016-6/2017	Kindergarten - 7	20	140
Third Year	9/2017-6/2018	Kindergarten - 9	20	180
Fourth Year	9/2018-6/2019	Kindergarten - 11	20	220
Fifth Year	9/2019-6/2020	Kindergarten - 12	20	260

I certify that I have the authority to submit this application and that all information contained herein is complete and accurate, realizing that any misrepresentation could result in disqualification from the application process or revocation after award. I understand that incomplete applications will not be considered. The person named as the contact person for the application is so authorized to serve as the primary contact for this application.

Signature

Judy Tilton

Printed Name

CCA Foundation President
Title

9/23/2014
Date

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- (1) Purpose. (2) Written policies. (3) Authority of trustees.
- (4) Reporting, fiscal accounting and fiscal audits to be performed by a certified public accountant. (5) Contract agreements. (6) Indemnification.
- (7) Secular orientation. (8) Non-discrimination. (9) Health and safety.
- (10) Enrollment. (11) Attendance. (12) Availability of services.
- (13) Assessment of pupils. (14) Tuition and funding.
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(A) Educational Mission

The Compass Classical Academy –A Public Charter School (Hereafter referred to as CCA) believes that all students — regardless of socio-economic background or academic competence — benefit from a rigorous, content-rich, educational program that develops academic potential and personal character. We believe students will achieve their best potential when taught foundational skills and information and are challenged by high expectations.

Children learn by building on what they already know. Therefore it is important for them to begin building foundations of knowledge in the early grades. By specifying the knowledge that all children should share, one can achieve equal access to that knowledge. Thus all students, including those considered at-risk, are exposed to a coherent core of challenging, interesting, interwoven knowledge when taught a content-based curriculum. Unique to our approach is the combining of the classical, liberal arts tradition with cutting-edge, researched-based programs, each of which involves an organized and sequential continuum of learning.

Our philosophy of education aligns with that of America’s Founders in that the object of education is “to instruct... our citizens in... their rights, interests and duties, as men and citizens” (Jefferson, August 1818). We also agree with Aristotle that one becomes virtuous only by practicing the virtues. We further believe that young people will recognize and emulate virtuous behavior of the timeless heroes and heroines of literature and history when they spend time considering their lives and actions.

With these convictions, CCA will provide students a rigorous classical, liberal arts education that includes a strong emphasis on civics and good character to equip students to understand and uphold America's founding principles.

Having these foundational beliefs the founders of CCA have established the following mission:

- To provide a safe learning environment designed to instill integrity, good citizenship, compassion and confidence in each child.
- To promote a caring community of students, highly trained educators and administrators, along with involved parents.
- To provide a high quality education that is thought-provoking, coherent, meaningful and engaging.

Vision:

It is the vision of the founders to provide the parents and students of the Lakes Region of New Hampshire with a Kindergarten through 12th grade school that applies traditional educational philosophies and a challenging curriculum.

The founders envision a school that has involved parents and students. It is the founders' vision that students who graduate from CCA will be prepared to further their education in a four year college, a two year community college or a trade school, to serve in the military or immediately enter the workforce. We envision students having received a liberal arts education that will prepare them to make choices for their futures based on their personal interests and abilities and not restricted by their educational history.

It is also the vision of the founders of CCA that its graduates will develop integrity, good citizenship, care for others and a true sense of self confidence that is built on a solid foundation of excellence in academics and character.

Statement of Need:

The Founders are a group of educators, parents, and professionals in the community discontented with the downward trend in literacy – academic, civic, and cultural – and the upward trend in high-risk behaviors in America, specifically in the Lakes Region community. As a result, we aim to design a school whose academic focus uses sound philosophical and educational practices, with an attention to character, to reverse these trends. Students who attend CCA will be challenged to achieve their academic potential, and will graduate fully prepared to succeed as individuals and to perform their duties as citizens.

NH Youth Risk Behavior Survey 2011 – Grades 9 -12

According to the NH Youth Risk Behavior Survey:

- 16.8% used marijuana in past 30 days in Grade 9
- 34.1% used marijuana in past 30 days in Grade 12
- 28.2% used alcohol in past 30 days in Grade 9
- 46.6% used alcohol in past 30 days in Grade 12

In the area of risky behaviors for students of grades 9 -12:

- 25.3% reported having been bullied on school property in the past 12 months
- 8.4% reported having been hit by a boyfriend or girlfriend.
- 23.8% reported having been in a physical fight once or more in the past 12 months
- 47.5% are sexually active.

The Free and Reduced Lunch population of our targeted district:

Franklin – 61%
 Winnisquam – 36.4%
 Laconia – 58%

(Source: New Hampshire Department of Education website – www.my.doe.nh.gov)

The average household income

Franklin - \$43,856
 Winnisquam - \$52,894
 Laconia - \$44,919

(Source: U.S. Census – 2012)

The New England Common Assessment Program scores, as published on the NH-DOE website for the 2011-12 Year.

Franklin	Reading			Math		
Grades	Not Prof	Prof	Prof w/Dist	Not Prof	Prof	Prof w/Dist
3	23	61	16	30	46	24
8	34	52	13	43	41	15
11	26	46	26	69	26	3
Winnisquam	Reading			Math		
Grades	Not Prof	Prof	Prof w/Dist	Not Prof	Prof	Prof w/Dist
3-Southwick	24	56	20	35	51	13
8	17	60	23	34	43	22
11	35	45	18	79	18	2
Laconia	Reading			Math		
Grades	Not Prof	Prof	Prof w/Dist	Not Prof	Prof	Prof w/Dist
3-Pleasant	27	49	24	33	47	19
8	28	55	15	37	36	26
11	26	47	26	74	22	1

(Source: NH DOE website – www.my.doe.nh.gov/profiles 8/6/12)

These scores reflect no significant growth in the areas of math and reading. One-third of the 11th grade students are not proficient in reading. Up to three-fourths of the 11th grade students are not proficient in math. By the 11th grade, only 2%-3% are excelling in math. Clearly, these students

will be unprepared to function as literate citizens or to enter an institution of higher education without significant remediation.

According to the 2011-12 AYP Status for Districts in Need of Improvement (DINI) published by the NH DOE

District	Designation (DINI)	Graduation Rate
Franklin	Yr 4 Reading/Yr 3 Math	78.5%
Laconia	Yr 3 Reading/Yr 3 Math	82.4%
Winnisquam	Yr 2 Reading/Yr 2 Math	80.0%

Students, in today’s world, have to face monumental challenges that impact their ability to remain focused on academic achievement. As educators we cannot ignore our responsibility to consider all the factors that impact achievement. In addition to a rigorous academic curriculum we must also provide instruction in the virtues – in character.

CCA’s rigorous Core Knowledge, classical liberal arts curriculum will challenge and help students to rise above the norm in learning and character. Our students will gain the academic, cultural and civic literacy and character necessary for self-government, citizenship, and success in a complex world.

(B) Governance and organizational structure and plan (also include background/qualifications for each founding board member).

Ability to Submit Application

In accordance with provisions to RSA 194-B:3, V, the Compass Classical Academy Foundation (hereafter referred to as CCAF) is submitting this application to open a new charter school, to be named “Compass Classical Academy: A Public Charter School”.

The Foundation Board

The CCAF is a New Hampshire registered not-for-profit organization comprised of five founding members, and was established to create and sustain a charter school in New Hampshire. The Foundation Board of Directors has extensive experience with startup organizations, education (including curriculum development, instructional strategies and assessments), business, finance, technology, strategic planning, government relations, fundraising, public relations, organizational development and community development. (Biographies in Appendix C).

The immediate work of the CCAF is to prepare the charter application for approval, promote the school in the community, and select an initial Board Trustees of CCA. The CCAF will use all available resources when appointing the initial Board of Trustees. These include the Center for Innovative Schools, The NH Public Charter School Association., the NH Center for Non-profits, the NH School Board Association. And the Chairman of the local School District’s School Board.

CCA Board of Trustees

In accordance with RSA 194-B:5, CCA will be governed by a seven (7) member Board of Trustees (hereafter referred to as BOT) that is responsible for the review and adoption of all policies, overseeing the management of the school and ensuring that the mission and goals of the charter are carried out by engaging in strategic planning. The BOT will not be involved in the daily operations of the school, but will hire the Director, who will be evaluated at least annually. The Director, in partnership with the entire BOT will decide upon a periodic evaluation of the Director's performance. The BOT will make sure the Director manages CCA in compliance with all State of NH and federal laws and regulations.

The BOT will also perform ongoing assessments of the school and its programs and its operations. The BOT will also routinely assess its own performance. BOT members will participate in and develop short and long range plans for the school. It will monitor the effectiveness of the school's programs and implementation to see if the school has met the goals outlined in the plans. The BOT has statutory responsibility for reporting progress and achievement of the schools' stated goals. The BOT will meet at least monthly to discuss school operations, hear reports and take action as per their governance. At times, the BOT may need to meet more frequently.

For purposes of conducting business, the BOT will follow the New Hampshire Right to Know Law, RSA 91-A. For purposes of lawful meetings, a quorum is defined to be a majority of BOT members. These members may be physically present or participating through video or voice

conferencing systems. Records and meeting minutes will be kept in accordance with statutory guidelines.

The BOT may initiate and carry out any program or activity that is not in conflict with or inconsistent with any law and which is not in conflict with the purpose and vision for which this charter school was established.

The BOT is responsible for setting the salary schedule and approving the annual budget for staffing needs. Although the Director and Human Resources Committee will make recommendations for hiring, it is the BOT that is the hiring body for all staff of CCA. The BOT will develop a conflict of interest policy to ensure the school is not at risk for a conflict of interest.

The seven member board will consist of 2 positions for parents of children attending Compass Classical Academy; the remainder of the board will be members with expertise in, but not limited to: education, finance, school administration, grant writing, legal and marketing. The BOT may establish non-voting advisors. During the first 5 years there shall be 3 members from the founding board on the BOT.

The BOT will elect members to be officers including, Chairperson, Vice-Chairperson, Secretary and Treasurer.

The following are the general job descriptions of the officers. A more detailed description will be prepared prior to the Board of Trustees being established.

Chairperson:

- Responsible for providing leadership to the BOT
- Follow BOT policy and ensure that BOT members do as well
- Preside over all meetings
- Sign contracts as required and approved of by the BOT
- Appoint sub committees and assign a chair
- Maintain communication with school director.
- Cancel/re-schedule meetings as necessary

Vice Chairperson

- Assumes the Chairpersons responsibilities in his/her absence
- Facilitate orientation of new BOT members

Secretary

- Record meeting minutes
- Record votes
- Notify members of the meetings
- Provide all members with the minutes of the previous meeting as well as the agenda.
- Responsible for all reporting requirements being met including filings with the State.

Treasurer

- Report monthly on the finances of the organization
- Review all financials prior to their being filed

It will be the responsibility of the BOT to hire and supervise the Director. The BOT will clearly outline the roles and responsibilities of the Director. The BOT will establish the method by

which the Director shall communicate and report to the BOT. The Director (along with their support staff) will be charged with managing the daily operational decisions and tasks including, but not limited to staffing, curriculum, school business, bookkeeping and secretarial services. The BOT will oversee the Director and hold him/her accountable. The Director will be expected to attend BOT meetings and keep the BOT informed as to the goings on at the school.

The initial committees of the BOT will be:

- Finance: Responsible for overseeing the financial health and stability of the school.
Research and assist with grants and fundraising
- Human Resources: Create and implement policy related to employment, hiring, termination, benefits and evaluations
- Curriculum: Work with the Curriculum Coordinator to create policy and make decisions on curriculum.
- Market Development: Create a strategy for marketing the school to the community.
Responsible for all public communications for the school including social media.

Advisory Council

The BOT will be augmented by a non-voting Advisory Council, which represents a variety of areas; some of which may be academia, the arts, research, students, faculty, legislators, and experienced personnel from other charters. This Advisory Council will meet on an “as-needed basis”.

Start-Up Committee

During the school's first year of planning, a team shall work on all facets of start-up and readiness. This team will be comprised of members of the BOT, and members of the Advisory Council and the Director of CCA when hired. Their duties will include:

- Securing a site for school
- Submitting 501c3 application
- Developing job descriptions, employee handbooks, and the board handbook
- Develop calendar
- Obtain health, fire, and building code approval for site
- Secure liability insurance
- Develop student applications
- Develop marketing materials
- Publicize staff, administration and faculty positions
- Assist the BOT in hiring a Director of CCA and assist the Director in the hiring of staff for the school.
- Assist the Director in purchasing supplies, materials and furniture for classrooms and the building
- Obtain contracted services as needed to assist in its work.

(C) Methods by which BOT members are selected and their terms are determined.

The BOT selection will be based on personal and professional background and commitment to the schools' mission, support and sustainability. It is the goal to appoint individuals from diverse professional backgrounds and experience whose expertise and community connections would be

beneficial to the growth and development of the school. The BOT will represent the diversity of the stakeholders and contributors: For the first 5 years the BOT will consist of

- three (3) CCAF members
- two (2) non-parent members
- two (2) parents of CCA students members (Parent Steering Committee reps)
- one (1) school Director (non-voting)

After that time the CCAF members may still be selected for the BOT but may also be replaced with non-parent members.

Terms of the BOT members from the CCAF will be 3 years. BOT non-parent members' terms will be two years and parent members' terms will be one year. BOT members may serve consecutive terms if so approved by the majority of the BOT.

In the event a BOT member chooses to resign prior to the end of their term, he/she will submit a letter of intent 45 days prior to the end of their service. The BOT may appoint a member to fill this vacancy but only until the original term expires at which time a new appointment will be made.

Following the appointment of the initial BOT by the CCAF board of directors, the procedure for appointing new BOT members will be as follows

- Advertisement via the school newsletter, website and other public media.
- Potential candidates will fill out a statement of interest form entailing their personal and professional experience.

- A minimum 3 person committee will interview the candidate
- The committee will present the candidate to the full Board of Trustees for final approval.

(D) General description and location of potential facilities:

We have been actively working with a Realtor to find an adequate location in the I-93 Exit 20 corridor. We cannot commit to an exact location until we have DOE approval to open and have seated our first Board of Trustees. We have lease and purchase options available. In addition to the Realtor, we are working with the local Code Enforcement and Fire Code personnel. We are looking at a location that can accommodate our growth as well as have outdoor space to establish a playground/physical education area. We have spoken to local businesses about using space in the winter for extra physical activities. (i.e. pools at the local hotels and the indoor sports center.)

(E) Maximum number, grade or age levels, and, as applicable, other information about pupils to be served.

CCA seeks to open in September 2015 with a first year enrollment of up to 120 students in grades Kindergarten through 5 adding 2 grades and approximately 40 students each year thereafter. CCA will build to a maximum total enrollment of up to 260 students in grades K-12 at full capacity. Once the school fills to capacity, admission will be determined by available space. Should the number of potential students exceed capacity, enrollment will be determined by a blind lottery. Each grade level will have an individual classroom, with dimensions that meet or exceed State building codes, with a student population not to exceed 20 students per classroom.

Students Drawn from Many Communities

CCA will be a welcoming community with a diverse student body. With no other public charter school in the Lakes Region area focusing on a classic education, only a small percentage of New Hampshire families have the resources necessary to send their children to a private school that focuses on such. We envision CCA as an option for ALL families interested in a classical education with a strong focus on classic literature. We are committed to bringing this opportunity to the public.

(F) Curriculum that meets or exceeds stated standards in the subject areas offered.

The curriculum for Kindergarten through 8th grade will be the Core Knowledge Sequence published by the Core Knowledge Foundation. The Sequence is distinguished by a planned progression of specific knowledge in world history and geography, American history and geography, mathematics, science, language arts, visual arts and music.

This foundation of knowledge is then enhanced through a challenging, content-rich curriculum in the high school. This emphasis on the acquisition of knowledge not only provides a foundation for learning, but also defines a common heritage and establishes a common ground for communication and cooperation in a diverse society, starting at the school itself.

(See Appendix A for more details on Core Knowledge).

The skills of learning, namely reading, writing, speaking, listening, calculating, problem solving, and exercising critical judgment, are best taught through the content of an organized body of knowledge. The development of literacy will be one of the primary aims and focuses of effort at

CCA. This will include a great deal of reading from a variety of both fiction and non-fiction primary literature. In the early grades, students will receive explicit, systematic phonemic awareness and phonics instruction. Children will be provided deliberate, coherent, instruction in letter-sound correspondences. Students will be taught to write and speak through example and sensible practice. Grammar, logic, and real spelling learned from classical literature will be part of these skills.

There is substantial support for the idea that the earliest elementary school experiences are fundamental to the ultimate success of students in high school. Improving graduation rates, reducing dropout rates and increasing the rate at which graduates choose to enroll in higher education all rest on the foundation of effective schooling long before those children walk through the doors of the high school program. The opportunity to be challenged, supported and systematically guided toward graduation is part of the unique mission of this school and the key rationale for proposing an integrated K-12 solution. CCA's primary goal at the elementary and middle school level is to produce high school-ready students with solid literary and mathematical skills and true self-esteem based on mastery of subject content.

In the high school, CCA students will study the traditional liberal arts — language and literature, rhetoric, math, history and government, the sciences, music and art — in a coherent and orderly program. The high school curriculum will follow the example set by the Core Knowledge Sequence in that it will deliver specific content and skills, aligned with but exceeding the state and district content standards, for all subject areas. The curriculum CCA adopts will be developed so that the content and skills to be taught in each course is clearly articulated; goals

and priorities are delineated. Grades will be tied to precise competencies and tell exactly what students know and can do. The competencies will thus drive the assessments. Classroom activities will further learning of the specific content or skills articulated for that course. Students will know what is expected of them and what constitutes excellence by the use of grading and assessment rubrics.

The focus of high school English courses will be on literature, beginning with classical literature in 9th grade then proceeding through British, American and Modern Literature in grades 10, 11 and 12. Writing will be a large part of many courses but will be emphasized in the literature courses. Language skills will be taught throughout the English curriculum and will be reinforced in the foreign language courses.

Social Studies will be begin with two half credit courses, one in Ancient World Civilizations and the other in NH History in 9th grade. Students will study Western Civilization in 10th grade and US History in 11th grade. In 12th grade students will take two half credit courses one in US and NH Government and Civics and the other in Economics. Elective courses may be offered in Philosophy and Psychology as the school grows and the interest is shown.

High school mathematics and the sciences will offer rigorous training in the fundamentals and theories of these disciplines. Students will receive extensive training in analytical thinking and the scientific method. Since mathematics is the language the sciences, students will begin their study of Algebra in the 8th grade. High School students will be then be required to take four years of high school math beginning with Geometry in 9th grade, Algebra 2 in 10th grade, Pre-

calculus in 11th grade and Calculus or Probability and Statistics in 12th grade. Students may be able to accelerate through this program provided they show the ability to do so.

High School students will be required to take three years of science, beginning with the fundamentals of biology in the freshman year, chemistry in the sophomore year and physics in the junior year. If a student requires an additional year to acquire the requisite mathematical skills, the sequence can be delayed by a year. In the senior year students will have options of taking second year courses in Biology, Chemistry or Physics.

Foreign languages will be an important part of CCA's curriculum. Both Latin and modern languages will be taught. Latin will be taught in grades K-6 and then offered again in the middle and high schools. Freshmen will be offered a remedial Latin course for those who have not been at CCA for the prior years, but then in 10th – 12th grades students will take two years of foreign languages as well with an option of a third year.

Students at CCA will also receive the arts, computers and Physical Education. Other elective courses may be offered as well as the need arises.

In addition to placing an emphasis on stimulating mental training, CCA's curriculum and school environment will be designed to promote and build strength of character in students. The teaching of the classical virtues will be interwoven throughout the curriculum and at every grade level. Furthermore, such virtuous standards as represented in the Eight Pillars of Character — *citizenship, cooperation, courage, honesty, integrity, perseverance, respect, responsibility* — and four classical virtues — *temperance, fortitude, justice, and prudence* — will be emphasized throughout the school. CCA faculty will model and expect virtuous behavior, and students will

be given opportunities to practice and develop these traits. Students will be expected to be attentive and polite, and to treat each other respectfully.

To be “classical” means to uphold a standard of excellence. CCA will provide an environment that fosters academic and character excellence through the establishment of a unified team approach of its faculty and volunteers. We will intentionally integrate three separate schools — elementary, middle, and high — into a unified school on one campus. A “family” atmosphere of respect and cooperation will be promoted, and every individual will be expected to participate. We believe that through this defined Core Knowledge, classical, liberal arts curriculum, and a well regulated campus, students will receive a challenging and complete education that will encourage them to excel both in learning and in character. Students will graduate CCA, highly literate and excellent individuals, ready to become active and responsible members of their community.

(G) Academic and Other Learning Goals and Objectives:

CCA will uphold high academic standards for all students regardless of background, socio-economic status, and ability. The curriculum will be content-rich, following the classical-liberal, traditional education model, with provisions to challenge all students to fulfill their individual academic potential.

- 80% of all students will meet or exceed the average performance on state-required assessments.
- Promotion and graduation requirements will meet or exceed New Hampshire State requirements.

- Students will make at least one year's academic growth, on an annual basis, as measured by assessment and data collection.
- Students will be assessed in leadership qualities and after four years in the program, at least 90% of students will demonstrate characteristics and skills of leadership, as measured by a rubric.
- At least 80% of students will be college or career ready by the time they graduate from CCA, as measured by college acceptance rates, a survey plus interview instrument for certifying career-ready skills, and follow-up studies of progress in college or career.

CCA's academic and other learning goals are directly aligned with its vision and mission to develop mindful and creative leaders with a strong background in the knowledge, dispositions toward learning, and character-building experiences. Graduates of CCA will be expected to go on to meaningfully contribute to sustaining and strengthening those values and institutions that have made our nation great.

Of central importance in this process will be the development and periodic review of student portfolios, uniquely designed to chart progress in demonstrating growth in the characteristics of thoughtful, imaginative, and productive young leaders.

(H) Achievement tests to be used to measure pupil academic and other goal achievement including, but not limited to, objective and age-appropriate measures of literacy and numeracy skills, including spelling, reading, expository writing, history, geography, science, and mathematics.

CCA will utilize the Smarter Balanced Assessment for all grade levels (grades 3, 8 and 11) as required by law. In addition, other supplemental testing methods may be used, such as the Northwest Evaluation Assessments (NWEA). At the beginning of the school year, students will be given benchmark assessments for reading and mathematics.

- School average will exceed the average performance of New Hampshire students on PSAT, SAT, and the Smarter Balanced Assessment for all subjects.
- School will meet the Annual Yearly Progress (AYP) objective for applicable subjects for all subgroups each year, or will meet any alternative state performance goals approved in lieu of NCLB requirements.
- Students in grades K-6 will be assessed for reading and math proficiency using the Singapore Math and Riggs Reading inventories. Within the first month of school, students in grades 2-8 will take the MAP reading and math benchmarks which will help to determine placement in flexible groups.
- At least 80% of students will master the performance objectives for courses in English, history, science, and mathematics each year as measured by multiple assessments (tests, performance tasks, portfolios, exhibitions, etc.).
- All seniors will satisfactorily produce a senior thesis that represents a culmination of each student's learning and research that draws both broadly and specifically from each

student's classical education. The paper will also incorporate skills and understanding demonstrated through an act of exemplary leadership – as measured by a rubric and assessed jointly by faculty, fellow students, and community volunteers.

(I) For schools offering high school grade levels, graduation requirements sufficient to ensure that the school has provided an adequate education for its pupils.

Required Subjects	NH State Requirements	CCA's Requirements	NH State Credits	CCA's Credits
Arts and Music Education	Y	Y	.5 Credit	.5 Credit
Information and Communications Technologies	Y	Y	.5 Credit or Demonstrated Proficiency	.5 Credit
English	Y	Y	4 Credits	4 Credits
Mathematics	Y	Y	3 Credits	4 Credits
Algebra 1	Y	Y	1 Credit	1 Credit
Geometry		Y		1 Credit
Algebra 2		Y		1 Credit
Elective Math Courses	Y		2 Credits	1 Credit
Science	Y	Y	2 Credits	3 Credits
Physical Science	Y or Physics		1 Credit	
Biology	Either or Both	Y	1 Credit	1 Credit
Chemistry		Y		1 Credit
Physics		Y		1 Credit
Social Studies:	Y	Y	2.5 Credits	4 Credits
US & NH History	Y	Y	1 Credit	1.5 Credits
World History	Y	Y	.5 Credit	1.5 Credits
US and NH Government / Civics	Y	Y	.5 Credit	.5 Credit
Economics	Y	Y	.5 Credit	.5 Credit
Healthy Choices	Y	Y	.5 Credit	.5 Credit
Physical Education	Y	Y	1 Credit	2 Credits
Foreign Language and Culture		Y		2 Credits
Open Electives	Y	Y	6 Credits	3 Credits
Total Required Credits			20	23.5 Credits

(J) Staffing overview, including qualifications sought for professionals and paraprofessionals:

Planning and Development

The period from charter authorization until 6-12 months before the school opens to students will be considered the Period of Planning and Organizational Development. Planning will commence once authorization is granted. This period will take approximately one year, based on the assumption of authorization in 2014. During the planning and development period, project staff will include start-up coordinators, as needed consulting specialists, personnel from other organizations, and volunteers.

Tasks related to school development include:

- Board initiations and government training
- Planning and coordination
- Facility initiatives
- Curriculum development and course design
- Materials development and marketing
- Set of administrative systems
- Strategic planning
- Financial operations, revenue initiatives
- Dissemination of material to schools, parents, and colleges

Staffing

CCA is committed to recruiting staff with a diverse range of knowledge, skills, teaching and administrative experience. Other desired qualities and qualifications include: a commitment to the mission and vision of the school, an ability to work effectively on a team with colleagues, students, families, and community members; experience with a variety of instructional approaches; interest or expertise working with a diverse student population; and a commitment to their own professional growth.

School Director

The school Director will be responsible for the daily leadership of the school. The Director will report to the Board of Trustees and will be required to attend all BOT meetings as the school's representative.

The director will lead and support the entire school community by:

- Creating a nurturing and supportive environment that encourages teachers and students to reach their full potential.
- Providing overall leadership building a culture of respect, responsibility and achievement.
- Assuming responsibility for the overall supervision of staff and students
- Working to develop positive community and local school district relations
- Upholding charter, local, state and federal requirements and standards
- Promoting a safe environment by adhering to applicable safety and health codes or regulations
- Supervising appropriate testing and evaluations of students
- Guiding the class scheduling process

- Leading in the hiring process, providing to the BOT candidates for hiring for all staff positions.
- Facilitating staff meetings.

Director Qualifications

- Meets all NH regulations for eligibility and teacher certification, preferred
- Master's Degree from an accredited university, preferred
- Minimum of 5 years experience, including teaching and school administrative duties (Principal, Assistant Principal, Department Head etc), preferred
- Experience in administrative, leadership and management duties
- Background in high school education
- Further qualifications as the Board may find appropriate.
- Provide all documents and paperwork to and cooperate with the Board Secretary to ensure all reporting requirements are met.

Business Manager – ½ Time first year

The Business Manager will be responsible for:

- Setting up school financial systems
- Working with the director to prepare budget and other financial documents for board review and approval
- Preparing purchase orders and banking deposits
- Preparing information for payroll processing
- Assisting the Director when needed

- Filing proper paper work with proper agencies
- Working with the Director to oversee proper ADM count
- Supporting grant writing and management

Business Manager Qualifications:

- Bachelors Degree from an accredited university, accounting preferred
- No less than three years experience as a Business/Operations Manager
- Experience preparing purchase orders and bank deposits
- Experience preparing payroll processing
- Experience with grant writing and management
- Such other qualifications as the Board may find appropriate

Teaching Staff

All personnel need to be committed to the school’s mission and the classical ideals of rigorous learning and virtuous character development.

All candidates for employment and volunteers will be required to undergo a School Employee Background and Criminal Record check.

Teachers

The Board of Trustees will comply with RSA 194-B: 14. Section IV, which states, *“IV. The teaching staff of a chartered public school shall consist of a minimum of 50 percent of teachers either New Hampshire certified or having at least 3 years of teaching experience”*.

CCA will recruit staff members committed to excellence, and to fulfilling the mission and vision of the school. The school will look to hire staff with exceptional skills in their area of expertise, as well as the enthusiasm to be a positive member of the staff. Candidates

will possess personal qualities that make them caring and respectful of the children and their families.

Qualifications of professional staff will include:

- Intellectual curiosity and enthusiasm
- Demonstrated skill in oral and written language
- Demonstrated excellence in subject area
- Ability to communicate clearly and kindly with children
- Strong potential for leadership and team collaboration
- Commitment to ongoing training

Teacher Assistants

CCA will use a combination of hourly paid teacher assistants along with parent and local community volunteers to aid the teaching staff in the educating of our students. These assistants may be used as aides, tutors, office assistants, and general supervisors of students in the school.

Special Education Liaison (may have other school duties)

The special education liaison will be communicating with the local schools with regards to IEP students. The qualifications for this position will include:

- Knowledge of state and local laws dealing with special education
- Ability to communicate clearly both in written and oral communications.

(K) Personnel Compensation Plan

Salary

The Director and Teachers of CCA will be paid a salary. The salaries of these full time personnel shall be paid on a bi-weekly basis. All other non-teacher personnel, whether fulltime or part-time, will be paid on an hourly rate as employees or as independent contractors based on negotiated rates and will be paid on a bi-weekly basis as well. See budget for salary expectations.

Part time employees will be paid an hourly wage that is consistent with their field of service.

Director

Starting Salary --- -\$60,000 or higher on education and experience.

Classroom Teacher

Starting Salary ---- \$33,000 or higher depending on education and experience.

Assistant Teacher

Starting Salary ---- \$13.00 per hour

Music Teacher

Starting Salary ---- \$26.00 per hour

Art Teacher

Starting Salary ---- \$26.00 per hour

Business manager

Starting Salary ---- \$35,000 or higher depending on education and experience.

Administrative Assistant

Starting Salary ---- \$20,000 or higher depending on education and experience.

Custodian

Starting Salary *

*We are researching custodial options that best suit the needs of the school depending in part on the chosen location.

Personal Leave / Sick Leave

CCA will allow full-time teachers a maximum of eight (8) days of paid personal / sick leave per year. This leave is available to employees to provide for full salary and benefits for absences due to personal illness or injury that prevent the employee from working. Full-time staff shall accrue sick leave at the rate of 5 days per school year. If specified in the employee's contract, part-time staff, or staff working part of the school year shall accrue sick leave on a prorated basis to reflect the proportion of time or working months that the employee's schedule represents in relation to a full time schedule. Employees may accrue up to a total maximum accrual of 15 days of sick leave. All employees shall inform the Director of an anticipated absence as soon as possible, and such leave (other than for unexpected circumstances) must be pre-approved by the Director. The Director may require an employee to verify the claimed reason for any absence.

The faculty structure will be dependent upon funding revenue, but each classroom will be staffed by at least one teacher. School staff will be assisted by volunteers, parents, interns, college students, paraprofessionals, and apprentices. At least 50% of the teachers will be New Hampshire certified or have at least 3 years of teaching experience, in accordance with New Hampshire charter school statute (RSA 194-B:14, IV).

(L) Pupil transportation plan:

CCA will comply with all charter school provisions that govern transportation. In accordance with Section 194-B:2,V of the charter school statute, students who reside in the district where the charter school is located will be provided transportation to the charter school by the district under the same provisions of RSA 189:6 and RSA 189:8. Also in accordance with Section 194-B:2,V, CCA will bear any additional cost to transport the charter school students who reside in the district, if the charter school is so billed.

Families residing outside the district in which the charter school is located will be responsible for their own transportation to and from school. CCA will assist in connecting families who live in locations conducive to forming carpools.

(M) Statement of Assurances Related to Non-discrimination

CCA will provide a quality education to students from all backgrounds, abilities and ethnicities. We will not discriminate based on race, color, religion, national or ethnic origin, age, sex, sexual orientation, disability, or marital status, in the selection of students, staff, or in the administration of our educational programs, or in any other way as is prohibited by relevant state and federal law.

The Board of Trustees shall establish and implement a policy, and will have administrative procedures in place to address complaints and concerns.

(N) Method of coordinating with a pupil’s local education agency (LEA) responsible for matters pertaining to any required special education programs or services including method of compliance with all federal and state laws pertaining to educationally disabled pupils:

In compliance with section 194-B:8 of NH law, CCA will not discriminate against any child with a disability, as defined by NH law RSA 186-C:2

CCA will coordinate with the child’s LEA in evaluating and providing services for a child with a disability. We will keep records of all contact information for special education services from each sending district representative to ensure that processes can be met in a timely manner.

NH Law 194-B:11, III states, “In accordance with current department of education standards, the funding and educational decision making process for children with disabilities attending a chartered public school shall be the responsibility of the school district and shall retain all current options available to the parent and to the school district.”

According to Ed 11104.01, the sequence of the special education process shall be:

- (a) Referral;
- (b) Evaluation;
- (c) Determination of Eligibility;
- (d) Development and approval of the IEP;
- (e) Placement;
- (f) Ongoing monitoring of the IEP; and
- (g) Annual review of the IEP.

- (h) In compliance with NH Law 194-B:11, any federal or other funding available in any year to a sending district shall, to the extent and in a manner acceptable to the funding source, be directed to a chartered public school in receiving district on an eligible per pupil basis.
- (i) The LEA will provide CCA will a copy of the student's IEP for implementation while the student attends the school.

Coordinating with a Pupil's School District

Given the responsibility of the student's local education agency in the decision making and funding for a student with special needs, CCA will respect the LEA's responsibility for handling special education decision making. A liaison will be provided to collaborate with the LEA on an individual student matters.

The responsibilities of the CCA liaison will be:

1. Assure sending district is alerted to the request for admissions of any child with an existing IEP.
2. Provide information about CCA to the sending district and parents/legal guardians of children entitled to special education.
3. Receive a copy of the students IEP from the sending district and review IEP with all teachers and staff involved in implementing it.
4. Contact LEA special education administrators and/or staff to coordinate the services for the student.
5. Discuss with the sending district any pre-referral concerns for the student.
6. Assist the sending district with developing the student's IEP. Using observations and feedback.

7. Keep communication open with the student's teacher and parents/legal guardians when concerns arise about the student's IEP. Request an IEP review from the LEA if necessary.
8. Work with the LEA to develop procedures for monitoring and reviewing a student's IEP, including attending IEP review meetings.
9. Be available to ensure any questions or concerns from the parent/legal guardians are answered and that all involved understand the special education referral process.
10. The liaison will participate in IEP meetings.

(O) Admission and Enrollment Policy and Procedures

CCA is committed to building a strong community of learners. Admission to CCA shall be open to any student who resides in the State of New Hampshire. Methods of admission shall not be designed, intended or used to discriminate or violate individual rights in any manner prohibited by law. For the success of the school and its students, CCA will help educate prospective families on the benefits and challenges of attending a public charter school. CCA will hold multiple, pre-enrollment information sessions, in an effort to allow prospective families to learn more about CCA and the public charter school experience.

Admission Procedures:

CCA will follow the basic method of admissions that defines charter schools nationwide: Admission shall be blind. Should the number of applicants exceed capacity; students will be chosen by a lottery system, with a wait list developed from the lottery overflow.

Admissions Process Overview:

- Prospective students and their families will be required to attend at least one informational meeting at which CCA's educational approach and expectations of students and their families will be explained, prior to enrollment.
- CCA will produce application packets for prospective students about the school, the philosophy and expectations of attending students, and their families. These and other student related policies will be posted and available online.
- Parents will be asked to sign an agreement indicating their understanding of the School's Mission and other expectations as part of the admission process.
- Interested families will then submit their application.
- Should applicants exceed the number of spaces available, a blind lottery, pursuant to section 194-B:9, I (2) of NH law will be conducted.
- Those students not selected in the lottery will be placed on a waiting list in the order determined by the lottery.
- All accepted students will receive notification. Those who have been wait-listed will be notified.
- Accepted students and their families will be required to sign a commitment to attend form to be returned to CCA.
- CCA will hold meetings for admitted students and their families and provide an orientation for students and families following completion of the admissions process.

Enrollment Provisions

- CCA will offer automatic re-enrollment to its students who are in good standing at the end of each school year.
- Families will be asked to sign a letter of intent to re-enroll by a stated date preceding the lottery.
- CCA will admit students from the wait-list should space become available after the completion of the lottery.
- Siblings of children already enrolled at the CCA will receive preference.
- The School Board Trustees reserves the right to give preference in enrollment to children of full time CCA faculty and administration as part of their benefits package.
- CCA will reserve a maximum of two spots for children of the Founders of CCA and the CCAF.

(P) Philosophy of pupil governance and discipline, and age-appropriate due process procedures to be used for disciplinary matters including suspension and expulsion

CCA believes that clear and fair expectations must be set for students to establish an environment that promotes positive growth both personally and academically. It is important that these expectations foster a climate of respect, individual responsibility and high achievement. School wide expectations will be published in the student handbook and will include a sheet that the parents/guardian and students will be required to sign indicating that they have reviewed the policies and expectations with each other, and will agree to follow them while they are at CCA.

(Refer to Appendix D: “Discipline/Behavioral Policy”, Page 78)

There will be clear and appropriate consequences for the unacceptable behaviors, to include:

- Verbal and written warnings by individual teachers and, if deemed necessary, the director.
- Parent/teacher conferences.
- Loss of privileges
- Suspension
- Expulsion only in the case of extreme behaviors or continually repeated serious offenses.

Behaviors that will not be tolerated include, but are not limited to: anything that threatens the safety of students or staff, disrespect, bullying, weapons and vandalism.

Fair and age appropriate due process will be followed by CCA in administering any school discipline and will comply with current suspension and expulsion provisions in

RSA 193:13 (Suspension and Expulsion of Pupils) as well as RSA 194-B:9,III

(Chartered Public Schools; Pupil Selection; Enrollment; Separation)

(See also Appendix D: “Discipline/Behavioral Policy”, Page 78)

(Q) Method of administering fiscal accounts and reporting, including a provision requiring fiscal audits and reports to be performed by an independent certified public accountant

CCA will follow public school accounting guidelines and will put in place internal accounting

controls necessary to safeguard its assets. CCA will maintain accurate financial records in

accordance with GAAP-Generally Accepted Accounting Principles for public schools. An

annual financial report will be provided with audit by an independent, certified public

accountant. The Board of Trustees will appoint a treasurer to provide the oversight necessary to

monitor the school's financial status. The Board of Trustees shall also adopt policies for the financial management of the school, including policies on conflict of interest for council members and faculty.

The BOT will approve an accounting policies and procedures manual to be followed by all employees, contractors and BOT members to ensure the proper tracking and use of school funds. A general account will be set up for the administration of funds. There will be three individuals with check writing authority with all check manifests being required to have two signatures. The Business Manager and two people appointed by the BOT will have this check-writing authority. Each individual with check-writing authority will be covered by a fidelity bond in accordance with the guidelines of the New Hampshire Dept of Revenue Admin.

Except for emergency purchases approved by the School's authorized personnel (a maximum to be established by the BOT), all expenditures and contracts will be handled through an encumbrance system of purchase orders for clear tracking of expenditures and status of account balances.

Annual Audit

CCA shall comply with all required reporting requirements specified in NH charter school section, (RSA 194-B:10, I-V). Section 194-B:10, I-V requires that all public charter schools issue an annual report, perform annual financial audits, program audits, and participation during the annual school budget process. The school will also comply with all requirements set forth in ED 318.07 regarding the contents of its annual report.

As required by law, the annual report will be provided to the state board and any person who requests it. In addition, a summary version of the annual report and periodic reports will be

made available to the parent or guardian of each student at the school. The BOT will select an external, independent auditor annually to complete the required annual audit and report. The audit will address accounting practices and review the school's internal controls. The audit will be conducted in accordance with applicable generally accepted accounting principles. It is anticipated that the annual audit will be completed within six months of the close of the fiscal year. The BOT will review and respond to the audit report, if necessary, and include the audit results in its annual report.

(R) Annual budget, including all sources of funding (also include a proposed five-year budget containing revenue and expenditures)

CCA will apply for a federal start-up grant which will be used in accordance with US DOE guidelines pertaining to proper charter school startup expenditures.

CCAF recognizes that the financial sustainability of a charter school requires a long-term fiscal plan, especially after the expiration of the federal grant. CCAF is committed to working with the BOT to seek a diverse portfolio of revenue sources to establish and guarantee long-term fiscal sustainability. Enclosed to this application in Appendix B is the proposed 5 –year annual budget plan for the school outlining the use of budget and startup grant.

(S) School calendar arrangement and the number and duration of days pupils are to be served pursuant to RSA 194-B: 8, III.

CCA will follow, in compliance with RSA 194-B: 8, III, a 180 day calendar. The calendar will generally follow the calendars and hours of other public schools in the

district in which the charter school is located. Care will be taken to ensure that required attendance hours are met or exceeded.

CCA would comply with current state law by providing more than the number of days and hours required. Each year the school calendar would be submitted for approval to the Department of Education.

(T) Provision for Evidence of Adequate Insurance Coverage

Pursuant to RSA 194-B:1, CCA will be a public school afforded the same protections as all other public schools under RSA 507(b), which provides for limited general liability for the charter school and its agents.

- The Board of Trustees will procure and provide evidence of adequate insurance coverage as required by the State, including but not limited to general liability for the School, workman's compensation, board errors and omissions, and faculty coverage.
- The insurance program will be in place as the first Board of Trustees begins to perform their duties.
- Insurance coverage will be maintained throughout the life of the school.

(U) Identity of Consultants to be used for Various Services, if known

During the period of startup and development, CCA may require tasks addressed by and conducted by specialists in certain fields. At this time however, no paid consultants have been identified, but CCA recognizes that there may be the need to hire consultants for such needs as setting up the accounting guidelines, determining technology needs,

marketing, curriculum development etc. The Compass Classical Academy currently consults with professionals in various fields in our planning and development phase.

We continue to seek out persons with backgrounds which may assist us with this process.

We have been working with volunteer consultants at this point in the following areas:

- A local Realtor to procure a location.
- A local contractor that does site visits with us.
- Local Code Enforcement and Fire Department on site locations.
- Administrators and educators in local school districts for input and advice.
- Peter Saliba, Headmaster at Tilton School.
- Matt Southerton (co-founder and director of NH Center for Innovative Schools) has been invaluable in his knowledge of legislation and charter school happenings.
- In addition, board member Judy Tilton currently works full-time at Strong Foundations Charter School. Director Beth McClure and her staff have been helpful in mentoring us in the process.
- An accountant who is in charge of the accounting of several charter schools in New York.
- A graphic artist for help in marketing.
- Carol Wright for fundraising and event planning.
- John Sabolevski former head of special education department at SAU #18.

(V) Philosophy of parent involvement and related plans and procedures

Parents are an integral part of the education model. Knowing that research has shown that students whose parents are involved in their education have generally shown far greater success than those who have little parent support, it will be the goal of CCA to encourage and support parents as they join with us in educating their child. We will strive to create an environment where parents are valued as partners with the school and feel comfortable in their roles as such. We will seek to have our parents and students sense that we are all working together for the best possible education for the student.

CCA will request that parents/legal guardians will commit to the following:

- Assure that their child is in attendance everyday.
- Ensuring their child has a time/place to complete homework
- Attend a minimum of one parent teacher conference a year.

CCA will encourage and request parents

- Attendance at any school events including school performances, science fairs, open houses, etc.
- Volunteering in the school in any way they are able to contribute. A survey each year will ascertain what a parent is able and desires to offer to the needs of the school.

Parents will be kept informed through email, the school website, written notes and documentation.

It would be our hope that parents would make the Director aware of any issues relative to conflicts among students or other concerns.

(W) A plan to develop and disseminate information to assist parents and pupils with decision-making about their choice of school.

To ensure that all residents have an equal opportunity to apply to CCA, upon approval, an extensive and widely broadcast marketing effort will be initiated through the CCAF and the NH Center for Innovative Schools. Information will be widely broadcast through printed press, websites, libraries and other public places and social media to ensure that families are aware that CCA is a choice available to them. As students from lower income or minority families may suffer disproportionately due to a lack of access to technology or to advanced curriculum, particular attention will be paid to reaching those students through their schools, communities, and other public services. CCA will develop informational brochures describing the school, its mission, its approach to education, and the expectations and opportunities the program hopes to provide. The brochures will be distributed to stakeholders and interested parties through the same communication described above.

(X) Global Hold Harmless Clause

In accordance with RSA 194-B: 3, II(x), CCA, its successors, and assigns, covenants and agrees at all times to indemnify and hold harmless the local school district, any other school district which sends its students to the charter school, and their school boards, officers, directors, agents, employees, all funding districts and sources, and their successors and assigns, (the “indemnified parties”) from any and all claims, demands, actions and causes of action, whether in law or in equity, and all damages, costs, losses, and expenses, including but not limited to reasonable attorneys’ fees and legal costs, for any action or inaction of the charter school, its board, officers, employees, agents, representatives, contractors, guests and invitees, or pupils.

(Y) Severability provisions and statement of assurance that any provision of the charter school contract found by competent authority to be contrary to applicable law, rule or regulation shall not be enforceable.

If any part of the charter contract is determined to be invalid or illegal by a court of competent jurisdiction, such invalidation or illegality shall not affect the remaining portions of the charter contract, which shall remain in full force and effect. Any provision of the charter school contract found by competent authority to be contrary to applicable law, rule or regulation shall not be enforceable.

(Z) Provision for Dissolution of the Charter School Including Disposition of its Assets

Should CCA cease operations or have its charter revoked by its authorizer, the Board of Trustees shall consult with an attorney and the Dept of Education to assure that contractual and financial obligations are met. Upon the dissolution of the School, the assets remaining after the payment of all its liabilities, and the return of any loaned items to rightful owners, shall be distributed to such organization or organizations operated exclusively for charitable or educational purposes that qualify as an exempt organization within the meaning of 501©(3) of the Internal Revenue code.

(AA) In the case of the conversion of a public school to a charter conversion school.

NOT APPLICABLE

(BB) A plan for the education of the school's pupils after the charter school may cease operation.

A plan for each student's continued education, should the school cease to exist, will be determined individually with each student and his/her parent or legal guardian. Likely options would be 1-re-integration into the student's assigned public school, 2 – application to a different chartered public school, if available, or 3-other available options based on parent and student priorities. Upon cessation of operation, the records of each student would be transferred in a timely manner to the receiving school, and the staff and the trustees would work with the receiving school, parents, and students to assure smooth and timely transitions.

(CC) In addition to an application, each charter school applicant, in consultation with the local school board, shall prepare a proposed contract.

NOT APPLICABLE

(DD) An outline of the proposed accountability plan which clarifies expectations for evaluating the school's program and which contains an acknowledgement that a full accountability plan shall be developed and ready to implement prior to the date of opening.

- CCA will develop and implement a specific accountability plan that seeks to report quantitative data and qualitative information in order to measure success in relation to stated goals.
- The BOT will seek to develop a timeline for the Director to report data and information in a manner that assesses the progress of each goal statement in order to measure effectiveness and provide the opportunity to revise practice, if warranted.

**New Hampshire Department of Education
101 Pleasant Street, Concord, New Hampshire 03301-3860
CHARTER SCHOOL REPORTING SCHEDULE**

AUGUST				
Deadline	Charter School submits:	NHDOE conducts:	Submit to: <i>**See contact information on last page**</i>	Special Instructions
<u>ANNUALLY</u> August 1	Year-end summary of school performance	Review and verify as needed to assess performance	Michelle Gauthier Charter School Office	Please submit an electronic copy
<u>MONTHLY</u> (or as defined in charter)	Board Minutes	Review to assure effective governance practices	Michelle Gauthier Charter School Office	Please submit an electronic copy
August 8, 2012 (date may vary; generally the beginning of August)	New England Common Assessment Program (NECAP) Label Request	Labels for Fall NECAP testing - all grades	Sandy Hyslop – i4see Bureau of Data Management	NECAP label request is an online submission within the <i>myNHDOE</i> Single Sign-on system
<u>ANNUALLY</u> Before the start of each school year	Certificate of Insurance Coverage	Compliance Check	Michelle Gauthier Charter School Office	Please submit an electronic copy
Before school opens AND upon five-year renewal	Health Inspection Report	Compliance Check	Michelle Gauthier Charter School Office	Please submit an electronic copy
Before the start of each school year	School Calendar	Compliance Check	Michelle Gauthier Charter School Office	Please submit an electronic copy

SEPTEMBER				
Deadline	Charter School submits:	NHDOE conducts:	Submit to: <i>**See detailed contact information on last page**</i>	Special Instructions
September 1 <i>**for prior school year ending June 30**</i>	DOE-25 Annual Financial Report (Excel format) <i>In accordance with:</i> NH Financial Accounting Handbook for School Districts	Compliance Check	Ron Leclerc Bureau of Data Management	Mail completed DOE-25 worksheet with a signed DOE-25 COVER SHEET to Ron Leclerc, Bureau of Data Management by September 1; please include a CD containing the Excel DOE-25 worksheet OR email (preferred way) the electronic version.
First Day of School	Opening Day Student Count Per pupil aid request in accordance with RSA 194:B:11	Per pupil aid @ 30% of total yearly aid	Ron Leclerc Bureau of Data Management	This form must be signed by the Board Chairperson. Please submit an electronic copy or fax to: Ron Leclerc, Bureau of Data Management. The Bureau of Data Management must also receive the original signed form by mail before payment can be released.
<u>ANNUALLY</u> September 30 (for prior school year)	Independent external financial audit	Review and may request action if any material defects are found	Michelle Gauthier Charter School Office	Please mail independent audit
<u>MONTHLY</u> (or as defined in charter)	Board Minutes	Review to assure effective governance practices	Michelle Gauthier Charter School Office	Please submit an electronic copy
September 30	Quarterly Budget Report	Compliance Check	Michelle Gauthier Charter School Office	Please submit an electronic copy

OCTOBER				
Deadline	Charter School submits:	NHDOE conducts:	Submit to: <i>**See detailed contact information on last page**</i>	Special Instructions
October 15	Beginning of Year (BOY) enrollment <i>*October 1 student count</i>	Upload all BOY (Beginning of Year) student records. Resolve anomalies and Certify file. (see December for report submission)	Sandy Hyslop – i4see Bureau of Data Management	Online submission within the <i>myNHDOE</i> Single Sign-on system
October 15	Class and Staffing form Teacher Attainment and Average Salary	Reports from the Education Statistics System (ESS): A12B and A12F	Sandy Hyslop Bureau of Data Management	Online submission within the <i>myNHDOE</i> Single Sign-on system
MONTHLY (or as defined in charter)	Board Minutes	Review to assure effective governance practices	Michelle Gauthier Charter School Office	Please submit an electronic copy

NOVEMBER				
Deadline	Charter School submits:	NHDOE conducts:	Submit to: <i>**See detailed contact information on last page**</i>	Special Instructions
November 1	<u>November 1 Student Count</u> Per Pupil Aid request in accordance with RSA 194:B:11 for December payment	Per pupil aid @ 30% of total yearly aid	Ron Leclerc Bureau of Data Management	This form must be signed by the Board Chairperson. Please submit an electronic copy or fax to: Ron Leclerc, Bureau of Data Management. The Bureau of Data Management must also receive the original signed form by mail before payment can be released.
November 8	Free and Reduced (F&R) Student Count	Students eligible for a free or reduced priced meal	Sandy Hyslop – i4see Bureau of Data Management	Online submission within the <i>myNHDOE</i> Single Sign-on system
MONTHLY (or as defined in charter)	Board Minutes	Review to assure effective governance practices	Michelle Gauthier Charter School Office	Please submit an electronic copy
November 30 (date may vary)	English for Speakers of Other Languages (ESOL) Reporting		Andrea Somoza-Norton ESOL Program	Online submission within <i>myNHDOE</i> Single Sign-on system

DECEMBER				
Deadline	Charter School submits:	NHDOE conducts:	Submit to: <i>**See detailed contact information on last page**</i>	Special Instructions
December 1 (for new charter schools in their opening year)	Progress Report	Review on measurability of goals	Michelle Gauthier Charter School Office	Please submit an electronic copy
December 15 <i>AND new charter schools must submit prior to opening</i>	Fire and Safety Inspection Report	Compliance Check	Michelle Gauthier Charter School Office	Please submit an electronic copy
December 15	Signed Enrollment and High School Reports	Reports from i4see: Fall Enrollment Sign Off High School Completers Dropouts, and Cohort Reports	Sandy Hyslop – i4see Bureau of Data Management	Printed, certified reports from i4see, signed and mailed to the Bureau of Data Management
December 31	Quarterly Budget Report	Compliance Check	Michelle Gauthier Charter School Office	Please submit an electronic copy
MONTHLY (or as defined in charter)	Board Minutes	Review to assure effective governance practices	Michelle Gauthier Charter School Office	Please submit an electronic copy

JANUARY				
Deadline	Charter School submits:	NHDOE conducts:	Submit to: <i>**See detailed contact information on last page**</i>	Special Instructions
MONTHLY (or as defined in charter)	Board Minutes	Review to assure effective governance practices	Michelle Gauthier Charter School Office	Please submit an electronic copy

FEBRUARY				
Deadline	Charter School submits:	NHDOE conducts:	Submit to: <i>**See detailed contact information on last page**</i>	Special Instructions
February 1	<u>February 1 Student Count</u> Per pupil aid request in accordance with RSA 194:B:11 for March payment	Per pupil aid @ 30% of total yearly aid	Ron Leclerc Bureau of Data Management	This form must be signed by the Board Chairperson. Please submit an electronic copy or fax to: Ron Leclerc, Bureau of Data Management. The Bureau of Data Management must also receive the original signed form by mail before payment can be released.
February 18 (date may vary)	English for Speakers of Other Languages (ESOL) Reporting		Andrea Somoza-Norton ESOL Program	Online submission within myNHDOE Single Sign-on system
MONTHLY (or as defined in charter)	Board Minutes	Review to assure effective governance practices	Michelle Gauthier Charter School Office	Please submit an electronic copy

MARCH				
Deadline	Charter School submits:	NHDOE conducts:	Submit to: <i>**See detailed contact information on last page**</i>	Special Instructions
March 4 - March 27 (dates may vary each year)	New England Common Assessment Program (NECAP) Label Requests	Labels for Spring Science NECAP testing for grades 4, 8 and 11	Sandy Hyslop – i4see Bureau of Data Management	NECAP label request is an online submission within the myNHDOE Single Sign-on system
March 31	Quarterly Budget Report	Compliance Check	Michelle Gauthier Charter School Office	Please submit an electronic copy
MONTHLY (or as defined in charter)	Board Minutes	Review to assure effective governance practices	Michelle Gauthier Charter School Office	Please submit an electronic copy
APRIL				
Deadline	Charter School submits:	NHDOE conducts:	Submit to: <i>**See detailed contact information on last page**</i>	Special Instructions
MONTHLY (or as defined in charter)	Board Minutes	Review to assure effective governance practices	Michelle Gauthier Charter School Office	Please submit an electronic copy
MAY				
Deadline	Charter School submits:	NHDOE conducts:	Submit to: <i>**See detailed contact information on last page**</i>	Special Instructions
May 1	Board of Trustees membership list	Compliance Check	Sandy Hyslop Bureau of Data Management	Please submit an electronic copy, mail or fax to Sandy Hyslop and the Charter School Office
May 1	School Calendar	Compliance check on number of instructional days	Sandy Hyslop Bureau of Data Management	**NEW PROCEDURE** Online submission within myNHDOE Single Sign-on system
MONTHLY (or as defined in charter)	Board Minutes	Review to assure effective governance practices	Michelle Gauthier Charter School Office	Please submit an electronic copy
JUNE				
Deadline	Charter School submits:	NHDOE conducts:	Submit to: <i>**See detailed contact information on last page**</i>	Special Instructions
June 30	Quarterly Budget Report	Compliance Check	Michelle Gauthier Charter School Office	Please submit an electronic copy
MONTHLY (or as defined in charter)	Board Minutes	Review to assure effective governance practices	Michelle Gauthier Charter School Office	Please submit an electronic copy

JULY				
Deadline	Charter School submits:	NHDOE conducts:	Submit to: <i>**See detailed contact information on last page**</i>	Special Instructions
July 13	School Safety Survey	Compliance Check	Gretchen Tetreault Bureau of Data Management	Education Statistics System (ESS) - online submission within <i>myNHDOE</i> Single Sign-on system
End-of-Year July 15	End-of-Year (EOY) Enrollment and EOY Academic: Per Pupil Aid request in accordance with RSA 194-B:11 for end of year payment	Reports to Bureau of Data Management from i4see: <u>Tuition Report Receiving</u> ; <u>ADM Report</u> ; <u>Determination Sign Off</u> Per pupil aid @ 10% of total yearly aid	Sandy Hyslop – i4see Bureau of Data Management	EOY Enrollment and EOY Academic Reporting are online submissions within <i>myNHDOE</i> Single Sign-on system PLEASE NOTE: The final per pupil payment will be automatically computed based upon the school's EOY Enrollment; there is not a per pupil aid form to complete for this final payment
<u>MONTHLY</u> (or as defined in charter)	Board Minutes	Review to assure effective governance practices	Michelle Gauthier Charter School Office	Please submit an electronic copy

<p align="center">New Hampshire Department of Education 101 Pleasant Street, Concord, New Hampshire 03301-3860 CHARTER SCHOOL REPORTING SCHEDULE CONTACT INFORMATION</p>		
Charter School Office	English for Speakers of Other Languages (ESOL) Program	Initiative for School Empowerment and Excellence (i4see) General email: i4see.help@doe.nh.gov
Michelle Gauthier Tel: 271-3582 ~ Fax: 271-7381 Michelle.Gauthier@doe.nh.gov	Andrea Somoza-Norton, Ed.D. Title III State Director Tel: 271-2034 ~ Fax: 271-2760 Andrea.Somoza-Norton@doe.nh.gov	Sandy Hyslop Bureau of Data Management Tel: 271-2831 ~ Fax: 271-3875 Sandy.Hyslop@doe.nh.gov Mike Cote Bureau of Data Management Tel: 271-2775 ~ Fax: 271-3875 Mike.Cote@doe.nh.gov
Charter School Per Pupil Aid	School Safety Survey	
Ron Leclerc Bureau of Data Management Tel: 271-3876 ~ Fax: 271-3875 Ron.Leclerc@doe.nh.gov	Gretchen Tetreault Bureau of Data Management Tel: 271-5874 ~ Fax: 271-3875 Gretchen.Tetreault@doe.nh.gov	

APPENDIX A

The Curriculum

Core Knowledge Sequence at a Glance

	Preschool	Kindergarten	First Grade	Second Grade	Third Grade
Language Arts/English	I. Oral Language II. Nursery Rhymes, Poems, Finger-Plays, and Songs III. Storybook Reading and Storytelling IV. Emerging Literacy Skills	I. Listening and Speaking II. Reading III. Writing IV. Language Conventions V. Poetry VI. Fiction VII. Sayings and Phrases	I. Listening and Speaking II. Reading III. Writing IV. Language Conventions V. Poetry VI. Fiction VII. Sayings and Phrases	I. Listening and Speaking II. Reading III. Writing IV. Language Conventions V. Poetry VI. Fiction VII. Sayings and Phrases	I. Reading and Writing II. Poetry III. Fiction IV. Sayings and Phrases
History and Geography	Time: I. Vocabulary II. Measures of Time III. Passage of Time (Past, Present, Future) Space: I. Vocabulary II. Actual and Representational Space III. Simple Maps IV. Basic Geographic Concepts	World: I. Geography: Spatial Sense II. Overview of the Seven Continents American I. Geography II. Native American Peoples, Past and Present III. Early Exploration and Settlement IV. Presidents, Past and Present V. Symbols and Figures	World: I. Geography II. Early World Civilizations III. Modern Civilization and Culture: Mexico American I. Early People and Civilizations II. Early Exploration and Settlement III. From Colonies to Independence: The American Revolution IV. Early Exploration of American West V. Symbols and Figures	World: I. Geography II. Early Asian Civilizations III. Modern Japanese Civilization IV. The Ancient Greek Civilization American I. American Government: The Constitution II. The War of 1812 III. Westward Expansion IV. The Civil War V. Immigration and Citizenship VI. Fighting for a Cause VII. Geography of the Americas VIII. Symbols and Figures	World: I. World Geography II. The Ancient Roman Civilization III. The Vikings American I. The Earliest Americans II. Early Exploration of North America III. The Thirteen Colonies: Life and Times Before the Revolution
Visual Arts	I. Attention to visual detail II. Creating Art III. Looking and Talking about Art	I. Elements of Art II. Sculpture III. Looking at and Talking About Art	I. Art from Long Ago II. Elements of Art III. Kinds of Pictures: Portrait and Still Life	I. Elements of Art II. Sculpture III. Kinds of Pictures: Landscapes IV. Abstract Art V. Architecture	I. Elements of Art II. American Indian Art III. Art of Ancient Rome and Byzantine Civilization
Music	I. Attention to Differences in Sound II. Imitate and Produce Sounds III. Listen and Sing IV. Listen and Move	I. Elements of Music II. Listening and Understanding III. Songs	I. Elements of Music II. Listening and Understanding (Composers; Orchestra; Opera; Ballet; Jazz) III. Songs	I. Elements of Music II. Listening and Understanding (Orchestra; Keyboards; Composers) III. Songs	I. Elements of Music II. Listening and Understanding (Orchestra; Composers) III. Songs
Science	I. Human Characteristics, Needs and Development II. Animal Characteristics, Needs and Development III. Plant Characteristics, Needs and Growth IV. Physical Elements (Water, Air, Light) V. Introduction to Magnetism VI. Seasons and Weather VII. Taking Care of the Earth VIII. Tools	I. Plants and Plant Growth II. Animals and Their Needs III. Human Body (Five Senses) IV. Introduction to Magnetism V. Seasons and Weather VI. Taking Care of the Earth VII. Science Biographies	I. Living Things and Their Environments II. Human Body (Body Systems) III. Matter IV. Properties of Matter: Measurement V. Introduction to Electricity VI. Astronomy VII. The Earth VIII. Science Biographies	I. Cycles in Nature (Seasonal Cycles; Life Cycles; Water Cycle) II. Insects III. Human Body (Cells; Digestive and Excretory Systems) IV. Magnetism V. Simple Machines VI. Science Biographies	I. Introduction to Classification of Animals II. Human Body (Muscular, Skeletal, and Nervous Systems; Vision and Hearing) III. Light and Optics IV. Sound V. Ecology VI. Astronomy VII. Science Biographies

	Fourth Grade	Fifth Grade	Sixth Grade	Seventh Grade	Eighth Grade
Language Arts /English	I. Writing, Grammar, and Usage II. Poetry III. Fiction IV. Speeches V. Sayings and Phrases	I. Writing, Grammar, and Usage II. Poetry III. Fiction and Drama IV. Speeches V. Sayings and Phrases	I. Writing, Grammar, and Usage II. Poetry III. Fiction and Drama IV. Sayings and Phrases	I. Writing, Grammar, and Usage II. Poetry III. Fiction, Nonfiction, and Drama IV. Foreign Phrases Commonly Used in English	I. Writing, Grammar, and Usage II. Poetry III. Fiction, Nonfiction, and Drama IV. Foreign Phrases Commonly Used in English
History and Geography	World: I. World Geography (Spatial Sense; Mountains) II. Europe in Middle Ages III. The Spread of Islam and the “Holy Wars” IV. Early and Medieval African Kingdoms V. China: Dynasties and Conquerors American I. The American Revolution II. Making a Constitutional Government III. Early Presidents and Politics IV. Reformers V. Symbols and Figures	World: I. World Geography (Spatial Sense; Lakes) II. Early American Civilizations III. European Exploration, Trade, and the Clash of Cultures IV. The Renaissance and the Reformation V. England from the Golden Age to the Glorious Revolution VI. Russia: Early Growth and Expansion VII. Feudal Japan American I. Westward Expansion II. The Civil War: Causes, Conflicts, Consequences III. Native Americans: Cultures and Conflicts IV. U.S. Geography	World: I. World Geography (Spatial Sense; Deserts) II. Lasting Ideas from Ancient Civilizations III. The Enlightenment IV. The French Revolution V. Romanticism VI. Industrialism, Capitalism, and Socialism VII. Latin American Independence Movements American I. Immigration, Industrialization, and Urbanization II. Reform	I. America Becomes a World Power II. World War I: “The Great War,” 1914–1918 III. Russian Revolution IV. America from the Twenties to the New Deal V. World War II VI. Geography of United States	I. The Decline of European Colonialism II. The Cold War III. The Civil Rights Movement IV. The Vietnam War and the Rise of Social Activism V. The Middle East and Oil Politics VI. The End of the Cold War: The Expansion of Democracy and Continuing Challenges VII. Civics: The Constitution—Principles and Structure of American Democracy VIII. Geography of Canada and Mexico
Visual Arts	I. Art of the Middle Ages in Europe II. Islamic Art and Architecture III. Art of Africa IV. Art of China V. Art of a New Nation: The United States	I. Art of the Renaissance II. American Art: Nineteenth-Century United States III. Art of Japan	I. Art History: Periods and Schools (Classical; Gothic; Renaissance; Baroque; Rococo; Neoclassical; Romantic; Realistic)	I. Art History: Period and Schools (Impressionism; Post-Impressionism; Expressionism and Abstraction; Modern American Painting)	I. Art History: Periods and Schools (Painting Since World War II; Photography; 20th-Century Sculpture) II. Architecture Since the Industrial Revolution
Music	I. Elements of Music II. Listening and Understanding (Orchestra; Vocal Ranges; Composers) III. Songs	I. Elements of Music II. Listening and Understanding (Composers; Connections) III. American Musical Traditions (Spirituals) IV. Songs	I. Elements of Music II. Classical Music: From Baroque to Romantic (Bach, Handel, Haydn, Mozart, Beethoven, Schubert, Chopin, Schumann)	I. Elements of Music II. Classical Music: Romantics and Nationalists (Brahms, Berlioz, Liszt, Wagner, Dvorak, Grieg, Tchaikovsky) III. American Musical Traditions (Blues and Jazz)	I. Elements of Music II. Non-Western Music III. Classical Music: Nationalists and Moderns IV. Vocal Music (Opera; American Musical Theater)
Science	I. Human Body (Circulatory and Respiratory Systems) II. Chemistry: Basic Terms and Concepts III. Electricity IV. Geology: The Earth and Its Changes V. Meteorology VI. Science Biographies	I. Classifying Living Things II. Cells: Structures and Processes III. Plant Structures and Processes IV. Life Cycles and Reproduction V. Human Body (Endocrine and Reproductive Systems) VI. Chemistry: Matter and Change VII. Science Biographies	I. Plate Tectonics II. Oceans III. Astronomy: Gravity, Stars, and Galaxies IV. Energy, Heat, and Energy Transfer V. The Human Body: Lymphatic and Immune Systems VI. Science Biographies	I. Atomic Structure II. Chemical Bonds and Reactions III. Cell Division and Genetics IV. History of the Earth and Life Forms V. Evolution VI. Science Biographies	I. Physics II. Electricity and Magnetism III. Electromagnetic Radiation and Light IV. Sound Waves V. Chemistry of Food and Respiration VI. Science Biographies

Scope and Sequence for *Primary Mathematics, U.S. Edition*

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The check mark indicates where the topic is first introduced or specifically addressed.

	1A	1B	2A	2B	3A	3B	4A	4B	5A	5B	6A	6B
Whole Numbers												
Understand and use ordinal numbers to describe position.	✓											
Count objects in a set, read and write numerals to 10.	✓											
Compare two or more sets of objects up to 10 and identify which set is equal to, more than, or less than the other.	✓											
Compare two sets of objects up to 10 and determine how many more or less are in one set than the other.	✓											
Count and identify 1 more than or 1 less than a number within 10.	✓											
Count and identify 1 more than or 1 less than a number within 30.	✓											
Understand number order and know that larger numbers describe sets with more objects in them than smaller numbers.	✓											
Count, read, and write whole numbers to 20.	✓											
Compare numbers within 20.	✓	✓										
Use place-value models to represent numbers to 100.		✓										
Read, write in words, standard, and expanded notation, and identify place values of digits for numbers within 100.		✓										
Count and identify 1 more than, 1 less than, 10 more than, 10 less than a number within 100.		✓										
Compare numbers within 100 and use the symbols $<$, $+$, $>$.			✓									
Make reasonable estimates when comparing numbers and sets of objects within 100.												
Describe and extend regular number patterns within 100, including counting by 2's and 20's.		✓										
Use place-value models to represent numbers to 1000.			✓									
Read, write in words, standard, and expanded notation, identify place values of digits, and compare and order numbers within 1000.			✓									

	1A	1B	2A	2B	3A	3B	4A	4B	5A	5B	6A	6B
Describe and extend regular number patterns within 1000.			✓									
Compare numbers within 1000 and use the symbols $<$, $+$, $>$.			✓									
Use place-value models to represent numbers to 10,000.					✓							
Read, write in words, standard, and expanded notation, identify place values of digits, and compare and order numbers within 10,000.					✓							
Count on and back in steps of 1, 10, 100, and 1000 and complete or extend regular number patterns within 10,000.					✓							
Round numbers within 100,000 to the nearest 10 or 100							✓					
Round numbers within 10,000 to the nearest 10, 100, or 1000.									✓			
Use place-value models to represent numbers to 100,000.							✓					
Read, write in words, standard, and expanded notation, identify place values of digits, and compare and order numbers within 100,000.							✓					
Complete or extend regular number patterns for numbers within 100,000.							✓					
Use place-value models to represent numbers to 1,000,000.									✓			
Addition and Subtraction of Whole Numbers												
Understand number bonds and part-whole concept.	✓											
Understand the meaning of addition (missing whole, putting together, counting on, and simple addition stories).	✓		✓									
Understand the meaning of subtraction (missing part, taking away, counting back, and simple subtraction stories).	✓		✓									
Add/Subtract numbers within 20.	✓											
Use inverse relationship between addition and subtraction.	✓		✓	✓								
Learn addition and subtraction facts within 20.	✓											
Compare numbers by using subtraction to find the difference.		✓	✓									
Add/Subtract numbers within 100.		✓										
Count by 10's within 100.		✓										

	1A	1B	2A	2B	3A	3B	4A	4B	5A	5B	6A	6B
Find the sum of three 1-digit numbers.		✓										
Add/Subtract numbers within 1000.			✓									
Add/Subtract numbers within 10,000.					✓		✓					
Use estimation to verify the reasonableness of calculated results in addition and subtraction, check subtraction problems using addition.							✓		✓			
Determine whether an estimate is sufficient for a specific problem situation.							✓					
Multiplication and Division of Whole Numbers												
Use repeated addition and arrays to solve multiplication problems within 40.		✓	✓									
Use sharing and grouping to divide.		✓	✓									
Relate division to multiplication.			✓	✓	✓							
Recognize and extend regular linear patterns.		✓	✓	✓	✓							
Multiply/divide by 2's and 3's.			✓									
Learn multiplication/division facts for 2's and 3's.			✓									
Multiply/divide by 4's, 5's, and 10's.				✓								
Learn multiplication/division facts for 4's, 5's, and 10's.				✓								
Understand quotient and remainder.					✓							
Understand the properties of 0 and 1 in multiplication and division.					✓							
Multiply/Divide by 6's, 7's, 8's, and 9's.					✓							
Learn multiplication/division facts for 6's, 7's, 8's, and 9's.					✓							
Multiply numbers within 1000 by a 1-digit number.					✓							
Multiply numbers within 10,000 by a 1-digit number.							✓					
Divide numbers within 1000 by a 1-digit number, including situations where there is a remainder.					✓							
Divide numbers within 10,000 by a 1-digit number, including situations where there is a remainder.							✓					
Multiply numbers within 10,000 by a 2-digit number.							✓		✓			
Divide numbers within 10,000 by a 2-digit number.									✓			
Use estimation to verify the reasonableness of calculated results in multiplication and division problems.							✓		✓			
Find the factors and common factors of whole numbers within 100.							✓		✓			

	1A	1B	2A	2B	3A	3B	4A	4B	5A	5B	6A	6B
Find multiples and common multiples of whole numbers within 100.							✓		✓			
Find the lowest common multiple of up to 3 numbers within 100.												
Use divisibility rules for 2, 3, 5, 6, 9, and 10.							✓					
Use order of operations to solve mathematical expressions with or without parentheses.									✓			
Mental Math Strategies												
Use the commutative and associative properties to perform mental calculations and check results.	✓	✓	✓	✓	✓		✓		✓			
Use the distributive property to perform mental calculations and check results.					✓		✓		✓			
Add 1-digit numbers involving renaming (e.g. $7 + 5$) by making a ten.	✓											
Subtract 1-digit numbers involving renaming (e.g. $14 - 8$) by subtracting from a ten.	✓											
Add/Subtract numbers within 100.		✓	✓	✓	✓							
Add/Subtract 1's, 10's, or 100's to numbers within 1000.			✓	✓		✓						
Subtract from 100.				✓								
Subtract from 1000.						✓						
Add/Subtract a number close to 100 (e.g. 98).				✓								
Add and subtract money in compound units (dollars and cents) when the cents are multiples of 5 or close to \$1.00.				✓	✓							
Add/Subtract measurements in compound units.						✓						
Add/Subtract tenths, hundredths, or thousandths to or from decimal numbers.								✓				
Multiply and divide tens, hundreds, and thousands by a 1-digit number.					✓							
Multiply by 99 or by 25.												
Multiply 10's by 10's or 100's.							✓					
Fractions												
Recognize and name halves and fourths.		✓		✓								
Recognize, write, name, and illustrate fractions of a whole (denominators 1-12).				✓								
Find the fraction with the same denominator to make a whole with another fraction.				✓								
Compare and order unit fractions.				✓								
Compare and order fractions with the same denominator or with the same numerator.						✓						

	1A	1B	2A	2B	3A	3B	4A	4B	5A	5B	6A	6B
Find equivalent fractions and simplest form of a fraction.						✓						
Compare and order fractions with different denominators.						✓						
Recognize and name the fraction of a set.						✓						
Find the value given the fraction of a set, using objects or drawings.						✓						
Find the fraction of a set where the answer is a whole number.						✓	✓					
Find the fraction of a set where the answer is a whole number or a mixed number.							✓		✓			✓
Find coin amounts as a fraction of a dollar.								✓				
Find fraction of a set for measurements (e.g. 10 minutes as a fraction of one hour).							✓		✓			
Add/Subtract like fractions.							✓					
Add/Subtract related fractions.							✓					
Add/Subtract unlike fractions.									✓			
Understand mixed numbers and improper fractions, convert between them, locate them on a number line.							✓					
Relate division to fractions.									✓			
Add/subtract mixed numbers.									✓			
Multiply a fraction by a whole number.							✓		✓			
Multiply a fraction by a fraction.									✓			
Divide a fraction by a whole number.									✓			✓
Divide a whole number or a fraction by a fraction.												✓
Apply order of operations with or without parentheses to problems involving fractions.												✓
Money												
Identify and know the value of coins and use the cent symbol.		✓										
Identify and know the value of bills and use the dollar symbol.		✓										
Count combinations of coins.		✓										
Count combinations of bills.		✓										
Count combinations of bills and coins to \$10.00.				✓								
Use decimal notation for money.				✓								
Use decimal notation to add and subtract money within \$10.00.				✓								

	1A	1B	2A	2B	3A	3B	4A	4B	5A	5B	6A	6B
Use decimal notation to add and subtract money within \$100.00.					✓							
Decimals												
Understand tenths, hundredths, thousandths, locate decimal numbers on a number line, compare decimal numbers.								✓		✓		
Convert a decimal to a fraction and simplify.								✓		✓		
Convert a fraction to a decimal number (denominators are a factor of 10, 100, or 1000).								✓		✓		
Compare and order decimal numbers of up to 3 decimal places and fractions.								✓		✓		
Round decimal numbers of up to 2 decimal places to the nearest whole number or to 1-decimal place.								✓				
Round decimal numbers up to 3 decimal places to the nearest whole number, to 1-decimal place, or to 2-decimal places.										✓		
Add/Subtract decimal numbers of up to 2 decimal places.								✓				
Add/Subtract decimal numbers of up to 3 decimal places.										✓		
Multiply/Divide decimal numbers of up to 2 decimal places by a whole number.								✓		✓		
Find the quotient of a division problem correct to 1 decimal place.								✓				
Find the quotient of a division problem correct to 2-decimal places.										✓		
Convert fractions to decimals correct to 2-decimal places.										✓		
Multiply/Divide decimal number by tens, hundreds, or thousands.										✓		
Multiply/divide a decimal number by a 2-digit whole number.										✓		
Use estimation to verify the reasonableness of calculated results in problems involving decimal numbers.								✓		✓		
Time												
Relate time to events.		✓										
Tell time to the half-hour (analog clock face).		✓										
Tell time to the nearest 5-minute mark (analog clock face).				✓								
Tell time to the minute (analog clock face).						✓						

	1A	1B	2A	2B	3A	3B	4A	4B	5A	5B	6A	6B
Estimate reasonable time intervals.												
Find the duration of time intervals.				✓		✓						
Find starting or ending times, given a time and the interval.				✓		✓						
Know relationships of time (years, months, days, weeks, hours, and seconds).				✓		✓						
Convert between of units of time.						✓		✓	✓	✓		
Length, Weight, Mass, and Capacity												
Compare and measure length and weight by making direct comparisons with reference objects.	✓											
Compare and measure capacity by making direct comparisons with reference objects.												
Compare and measure length, and weight using nonstandard units.	✓											
Compare and measure capacity using nonstandard units.			✓									
Measure and estimate length of objects in meters and centimeters, yards, feet, and inches.			✓			✓						
Understand and estimate length in kilometers and miles.						✓						
Compare measurements made using different units.			✓									
Measure and estimate weight in kilograms, grams, pounds, and ounces.			✓			✓						
Measure and estimate capacity in liters, cups, pints, quarts, half-gallon, and gallon.				✓		✓						
Measure and estimate capacity in milliliters.						✓						
Convert units within a metric system using multiplication.						✓			✓			
Add/subtract measurements in compound units.						✓						
Multiply/divide measurements in compound units.								✓				
Convert fractional measurements to a different unit or a compound unit, within a measuring system.									✓			
Convert units involving decimals within a measuring system.										✓		
Perimeter, Area, and Volume												
Find the perimeter of polygons.						✓						
Find the area of shapes by covering them with unit squares or by counting squares.				✓		✓	✓					
Understand and use units of area, such as square centimeter and square inch.						✓	✓					

	1A	1B	2A	2B	3A	3B	4A	4B	5A	5B	6A	6B
Find the area, perimeter, and unknown sides of rectangles.							✓					
Find the area and perimeter of composite figures made from squares and rectangles.							✓					
Derive the formula for area of a triangle and find the area of triangles.									✓			
Count unit cubes in 2-dimensional representations of 3-dimensional solids.								✓				
Find the volume of solid figures by counting cubic units.								✓				
Understand and use units of volume, such as cubic centimeter and cubic inch.								✓		✓		
Find the volume of rectangular prisms.								✓		✓		
Find the side of a rectangular prism given the volume and two sides or area of one side.										✓		
Understand the relationship between cubic centimeters, milliliters, and liters.								✓		✓		
Solve problems involving the change in height of liquids and volume of liquids in rectangular tanks, including rate problems.										✓		
Find the volume of solids by displacement.										✓		
Solve multistep problems involving the volume of liquids and solids and displacement of liquids.												✓
Identify the radius and diameter of a circle, find one given the other.												✓
Derive the formula for circumference of a circle and find circumference when given the radius or diameter.												✓
Derive the formula for area of a circle and find area when given the radius or diameter.												✓
Find the perimeter and area of compound figures involving squares, rectangles, triangles, and half-circles or quarter circles.												✓
Geometry												
Identify, describe, and categorize common 2-dimensional shapes, including the faces of 3-dimensional objects.	✓			✓								
Identify common 2-dimensional shapes within compound shapes, combine shapes to form common shapes.	✓			✓								

	1A	1B	2A	2B	3A	3B	4A	4B	5A	5B	6A	6B
Describe and classify common 3-dimensional shapes according to number and shape of faces, edges, and vertices.				✓							✓	
Describe and extend repeating patterns involving color and shapes.	✓			✓								
Describe and extend repeating patterns involving combination of shapes (compound shapes).				✓								
Identify common 3-dimensional shapes within compound shapes.						✓						
Identify attributes of triangles and quadrilaterals.								✓		✓		
Identify right angles and compare angles to right angles.						✓						
Identify acute, obtuse, and right angles and relate 90° , 180° , 270° , and 360° with quarter, half, three-quarter, and whole turn.							✓					
Measure and construct angles.							✓			✓		
Identify perpendicular and parallel lines.							✓					
Name different types of triangles and quadrilaterals.								✓				
Find unknown angles in figures based on identifying vertical, adjacent, complementary, or supplementary angles.										✓		✓
Know and use angle properties of intersecting lines, triangles, parallelograms, rhombuses, and trapezoids to solve problems involving finding unknown angles.										✓		✓
Construct triangles, parallelograms, and rhombuses with specified angles.										✓		
Visualize, describe, and draw geometric solids.											✓	
Identify nets of solids, or solids of nets.											✓	
Identify congruent figures												
Create tessellations.										✓		
Identify figures that have line symmetry.								✓				
Percentage												
Understand and use percent.										✓		
Find decimal and fraction equivalents for percentages.										✓		
Write fractions as percentages.										✓		
Solve problems involving percentage of a quantity.										✓	✓	
Solve problems involving part of a whole as a percentage.											✓	

	1A	1B	2A	2B	3A	3B	4A	4B	5A	5B	6A	6B
Solve problems involving one quantity as a percentage of another.											✓	
Solve percentage problems using a unitary method.											✓	
Calculate given percentages of quantities and solve problems involving discounts at sales, interest earned, percentage increase or decrease.										✓	✓	
Ratio/Average/Rate/Speed												
Use ratios to compare two quantities.									✓			
Use ratios to compare three quantities.									✓		✓	
Find equivalent ratios and simplify ratios									✓		✓	
Use ratios to solve problems.									✓		✓	
Relate ratios to fraction of a quantity.											✓	
Solve problems involving changing ratios.											✓	
Relate ratios to proportions.											✓	
Solve problems involving proportions.											✓	
Understand rate as the measure of one quantity per unit value of another.										✓	✓	
Solve problems involving rate.										✓		
Use a unitary approach to solve rate problems.										✓		
Solve discontinuous rate problems involving time.										✓		
Understand and use speed and average speed to solve problems.											✓	
Word Problems												
Make addition/subtraction stories from problem situations.	✓											
Write equations and solve simple addition/subtraction stories.	✓	✓										
Solve simple multiplication/division problems using objects and pictures.		✓										
Write equations and solve one-step word problems involving addition/subtraction.		✓	✓	✓								
Write equations and solve one-step word problems involving multiplication/division.			✓	✓								
Solve simple word problems involving fraction of a set.				✓								
Solve 2-step word problems which involve the four operations on whole numbers.					✓		✓					
Solve 2-step word problems which involve fraction of a set.							✓					

	1A	1B	2A	2B	3A	3B	4A	4B	5A	5B	6A	6B
Solve 2-step word problems which involve decimals and fractions.								✓				
Solve multi-step word problems involving all four operations on whole numbers, fractions, decimals, percentage, and ratios.									✓	✓	✓	✓
Solve multi-step word problems involving average, rate, and percentage.										✓	✓	✓
Solve multi-step word problems involving speed and average speed.											✓	✓
Solve challenging word problems.												✓
Data Analysis and Probability												
Sort objects and data by common attributes.	✓	✓										
Represent and compare data using picture graphs		✓										
Represent and compare data bar graphs.					✓		✓					
Represent and compare data using tally charts.												
Collect, organize, and analyze data using tables and bar graphs.							✓					
Ask and solve questions related to data representation, including finding the range and mode.				✓	✓		✓			✓		
Collect, organize, and analyze data using line graphs.										✓		
Collect, organize and display data in pie charts.												✓
Find the average of a set of data.										✓		
Find a data value given the average and the other values.										✓		
Algebra												
Solve problems involving numeric equations or inequalities.	✓	✓	✓		✓							
Select appropriate operational symbol to make an expression true.	✓	✓	✓		✓							
Use boxes and other symbols to stand for unknown numbers in expressions and equations.	✓		✓		✓		✓					
Represent unknown quantities with bar diagrams and solve word problems involving whole numbers using bar diagrams.					✓	✓	✓	✓	✓			✓
Use bar diagrams to solve word problems involving fractions.							✓		✓			✓
Use bar diagrams to solve word problems involving decimals.								✓		✓		✓

	1A	1B	2A	2B	3A	3B	4A	4B	5A	5B	6A	6B
Use bar diagrams to solve word problems involving percentage.										✓	✓	✓
Use bar diagrams to solve word problems involving ratio.									✓			✓
Solve word problems involving the functional relationship between two quantities.										✓		
Use and interpret formulas to answer questions about quantities and their relationships.							✓	✓	✓	✓		
Write and evaluate simple algebraic expressions in one variable using substitution.											✓	
Simplify algebraic expressions in one variable.											✓	
Use variables in expressions describing geometric quantities.												✓

APPENDIX B

Budget

		PRE OPERATION PERIOD (9/14 - 8/31/15) --	FISCAL YR 1	FISCAL YR 2	FISCAL YR 3	FISCAL YR 4	FISCAL YR 5
		STARTUP GRANT AWARD YEAR - GREEN		AWARD YR 2	AWARD YR 3		
		Sept - Aug 15	Sept 15-Aug 16	Sept 16-Aug 17	Sept 17-Aug 18	Sept 18-Aug 19	Sept 19-Aug 20
		Award - \$450,000	9/1/15-6/30/16	9/1/16-6/30/17	9/1/17-6/30/18	9/1/18-6/30/19	9/1/19-6/30/20
		ANTICIPATED STUDENT ENROLLMENT	120	160	200	240	260
			R-5	R-7	R-9	R-11	R-12
			20 per class	20 per class	20 per class	20 per class	20 per class
1100	INSTRUCTIONAL SERVICES						
1100	100 Teacher Salaries		210,000	276,000	364,000	444,000	498,000
1100	111 Stipends	0	6,000	8,000	10,000	12,000	13,000
1100	112 Aides/Tutors Salaries	0	54,000	64,000	75,000	86,000	86,000
1100	113	0					
1100	122 Substitutes	0	2800	3750	4700	5650	6125
1100	211 Teacher Benefits	2	55000	60000	65000	65000	65000
1100	214 Workers Compensation	0	6300	8280	10920	13320	14940
1100	230 Substitute FICA	0	214.2	286.875	359.55	432.225	468.5625
1100	230 FICA	0	16065	21114	27846	33966	38097
0	240 Staff Development			2,000	2,000	2,000	2,000
1100	260 Unemployment	0	6300	8280	10920	13320	14940
1100	300 Purchased Services			2,000	2,000	2,000	2,000
1100	550 Printing	5000	5,000	5,000	5,000	5,000	5,000
1100	591 Curriculum Dev. Contracted	4000		4,000	4000	4000	4000
1100	591 Arts, Music, Lang. Prog- Contract	1000	16,000	18,000	25,000	28,000	35,000
1100	610 Supplies for art, music, language	4000	4,000	8,000	8,000	8,500	9,000
1100	610 Supplies						
1100	640 Text Books/Core Program Materials	21000	5,000	5,000	10,000	10,000	10,000
1100	641 Books & Printed Matter	3000	3,000	5,000	5,000	6,000	7,000
1100	730 Equipment & Furnishings	30000		7,500	5,000	5,000	7,500
1100	734 Computer Equipment	20000		10,000	10,000	10,000	10,000
1100	738 Replacement Computers						
	SUBTOTAL	88000	389679.2	516,211	644,746	754,188	828,071
1110	COMPUTER TECHNOLOGY						
1110	100 Contracted IT Services	8,000	13,000	15,000	20,000	22,000	25,000
1110	111 Stipends						
1110	211 Benefits						
1110	214 Workers Compensation	240	390				
1110	230 FICA	612	994.5				
1110	260 Unemployment	240	390				
1110	300 Purchased Services	1,500		2,500	2,500	2,500	2,500
1110	610 Supplies	500		500	1,500	1,500	1,500
1110	734 Computer	10,000		1,500	1,500	1,500	1,500
1110	738 Replacement Computers	0		2,000	2,500	2,500	2,500
1110	Software	7,000		5,000	5,000	5,000	5,000
	SUBTOTAL	28,092	14,775	26,500	33,000	35,000	38,000
1200	SPECIAL EDUCATION	<i>depends on # of students</i>					
1200	110 Teacher/Liaison, Special Education	15000	35,000	40,000	42,000	45,000	48,000
1200	211 Benefits						
1200	214 Workers Compensation	0	1050	1200	1260	1350	1440
1200	230 FICA	0	2677.5	3060	3213	3442.5	3672
1200	260 Unemployment	0	1050	1200	1260	1350	1440
1200	300 Purchased Services	5000					
1200	610 Supplies	1500	3,000	3,000	1,500	1,500	1,500
	SUBTOTAL	21500	42777.5	48,460	49,233	52,643	56,052

2100	STUDENT SUPPORT SERVICES								
2100	100	Counselor	5000	11,500	25,000	30,000	35,000	39,000	
2100	200	Benefits							
2100	214	Workers Compensation	150	345	750	900	1050	1170	
2100	230	FICA	382.5	879.75	1912.5	2295	2677.5	2983.5	
2100	260	Unemployment	0	345	750	900	1050	1170	
2120	370	Testing/Assessments			6,000	7,500	7,500	7,500	
2120	390	Contracted Services, Guidance/Counseling							
2120	610	Supplies			1,500	1,500	1,500	1,500	
2120	641	Books & Printed Matter	4000		2,000	1,000	1,000	1,000	
2120	643	Information Access Fee			2,000	2,000	2,000	2,000	
2700	320	Busing/insurance/maintenance							
		SUBTOTAL	9532.5	13069.75	39,913	46,095	51,778	56,324	
2130	HEALTH SERVICES								
2130	110	Nurse (contracted)	2500	11,520	42,000	44,000	46,000	48,000	
2130	214	Workers Compensation	0	345.6	1260	1320	1380	1440	
2130	230	FICA	0	0	3213	3366	3519	3672	
2130	260	Unemployment	0	0	0	0	0	0	
2130	300	Purchased Services							
2130	610	Supplies	750		1000	750	750	750	
		SUBTOTAL	3250	11865.6	47,473	49,436	51,649	53,862	
2222	LIBRARY & MEDIA SERVICES								
2222	641	Books & Printed Matter	3000	3000	3,000	3,000	3,000	3,000	
2222	643	Electronic Information	500		1,500	2,000	2,000	2,000	
		SUBTOTAL	3500	3000	4,500	5,000	5,000	5,000	
2223	AUDIOVISUAL SERVICES								
2223	430	Repair & maintenance				250	250	250	
2223	610	Supplies	250		1000	750	750	750	
2223	730	Equipment	5000		4,000	4,000	4,000	4,000	
2223	735	Replacement Equipment							
		SUBTOTAL	5250	0	5000	5000	5000	5000	
2310	School Board Services								
	2317	Auditing		5,500	5,500	6,000	6,500	6,500	
	2318	Legal	4000		5000	5000	5000	5000	
	2319	Board Training	800		500	500	500	500	
		SUBTOTAL	4800	5500	11,000	11,500	12,000	12,000	

2400	SCHOOL ADMINISTRATION								
2400	110	Director/School Leader Salary		65,000	68,000	71,000	74,000	78,000	
	320	Consultant Director Startup	50,000						
	110	Accountant/Bookkeeper	4	5,000	25,000	38,000	39,000	40,000	41,000
	320	Consultant Accountant/Setup book	12,000						
2400	125	Operations Manager Salary	5,000	35,000	40,000	46,000	49,000	55,000	
2400	320	Consultant Operations Startup	0						
2400	211	Benefits	5	3,000	3,000	3,000	3,000	3,000	3,000
2400	214	Workers Compensation	300	3,750	4,380	4,680	4,890	5,220	
2400	230	FICA	765	9,562.5	11,169	11,934	12,469.5	13,311	
2400	240	Staff Development		2,000	4,000	6,000	6,000	6,000	
2400	260	Unemployment	300	3,750	4,380	4,680	4,890	5,220	
2400	449	Copier	5,000		3,000	3,000	3,000	3,000	
2400	534	Postage	1,000		1,500	1,500	1,500	1,500	
2400	550	Printing & Binding	3,000		3,000	3,300	3,530	3,300	
2400	580	Travel & Conferences			3,000	3,000	3,000	3,000	
2400	610	Supplies	3,000		3,000	3,000	3,000	3,000	
2400	730	Equipment							
2400	735	Replacement equipment			4,000	2,000	4,000	2,000	
2400	810	Dues & Fees	1,500		1,500	1,500	1,500	1,500	
		SUBTOTAL	86,865	147,063	191,929	203,594	213,780	221,051	
2600	OPERATION AND MAINTENANCE OF FACILITIES								
2610	117	Custodial, contracted		8,000	10,000	12,000	14,000	16,000	
2620	411	Water and Sewer	450	1,400	1,425	1,425	1,425	1,425	
2620	421	Disposal Service							
2620	430	Upkeep Building and Grounds (contracted)	5,000	2,000	2,000	2,000	2,000	2,000	
2620	441	Rent/Mortgage	35,000	50,000	60,000	65,000	70,000	75,000	
2620	520	Property Liability Insurance	5,000		7,000	7,000	7,000	7,000	
2620	530	Telephone service	2,500		1,500	1,500	1,500	1,500	
2620	532	Data Communications	500		1,500	1,500	1,500	1,500	
2620	610	Supplies, Building and Grounds		2,000	2,000	2,000	2,000	2,000	
2620	622	Electricity		2,600	2,600	3,000	3,000	3,000	
2620	624	Heating Oil		5,000	5,000	6,500	6,500	6,500	
		SUBTOTAL	48,450	71,000	93,025	101,925	108,925	115,925	

TOTAL ESTIMATED EXPENDITURES			299,240	698,729	984,010.38	1,149,528.55	1,289,961.73	1,391,284.06
REVENUE BUDGET								
FISCAL YEAR			Sept - Aug 15	Sept 15-Aug 16	Sept 16-Aug 17	Sept 17-Aug 18	Sept 18-Aug 19	Sept 19-Aug 20
ESTIMATED STUDENT ENROLLMENT			0	120	160	200	240	260
Revenue Sources								
Local Revenue								
Estimated State Revenue (per pupil allocation)				658,800	878,400	1,098,000	1,317,600	1,427,400
State & Federal Start Up Grant			300,000	50,000	50,000	50,000	0	0
Other Grants				2000	2000	2000	2000	2000
Parent/School Revenue					15000	20000	25000	30000
Entrepreneurial Revenue				10,000	25,000	40,000	50,000	60,000
Gifts & Philanthropic Contributions				20,000	20,000	40,000	40,000	50,000
Other Revenue				9000	13500	11500	16500	20000
TOTAL ESTIMATED REVENUE			300,000	699,800	1,053,900	1,261,500	1,451,100	1,589,400
			760.50	1,070.95	69,889.63	111,971.45	161,138.28	198,115.94
*THIS BUDGET ASSUMES ZERO ENROLLMENT UNTIL 9/2015								
**GREEN, BLUE & PURPLE REFER TO EACH OF THE THREE YEARS OF STARTUP GRANT FUNDING								
2. \$5000 budgeted per teacher towards benefits (used Surry-Village as sample)								
3. Consultant/Contracted Support - This anticipates curriculum module development								
4. (.5 FTE) Accountant/Bookkeeper first year only								
5. \$5000 budgeted towards director benefits, \$1K towards OP benefits								

APPENDIX C

Compass Classical Academy Foundation Board

Judy Tilton – Founder

Judy Tilton is a native of NH who has a history of volunteering and serving in her local communities. She maintains many good relationships with the people of these communities.

Judy has been involved in education for over 20 years. She has owned a private preschool/kindergarten, and currently works with special needs children in the local school.

She has grant writing experience with the Tilton Riverfront Park Project and the Franklin Animal Shelter. She currently owns Tilton Real Estate and Tilt'n Bakery.

The businesses that she has owned and the boards that she has been a part of, require her to stay current on local, State and Federal regulation changes for businesses, non profits and human resources. She is a Supervisor of the checklist for Tilton, on the Tilton Road Committee and a member of the Tilton Planning Board. She is also Secretary of the Tilton/Northfield Old Home Day committee, on the fundraising committee for the Tilton Senior Center and Secretary/Board member of the Riverside Housing Authority. Currently, Judy is serving as President of the Compass Classical Academy Foundation.

Donna Chase – Founder

Donna Chase majored in education at Plymouth State College, before transferring to Alderson-Broadus College in West Virginia, and graduating with a degree in Social Work. She has worked extensively with children and their families, founding and directing a private pre-school, designing and implementing successful welfare to work programs for NH Job Training Council, coordinating summer training programs for youth, and developing educational programs for children and adults. She was instrumental in shaping the Franklin Family Resource Center and After School Program with Casey Family Services.

Jeanie Forrester – Founder

Jeanie Forrester is in her second term representing District 2. She is a resident of Meredith located in the state's scenic Lakes Region and was first elected to the Senate in 2010, then again in 2012. For the 2013-2014 Legislative Session she served as Chairman of the Finance Committee and Vice-Chairman of the Public & Municipal Affairs Committee.

During her time in the legislature, Senator Forrester has received numerous awards in recognition of her leadership on issues of importance to the families, children, and communities

of New Hampshire, including: the Carl Johnson Legislative Leadership Award, the Friends of the NH Health Care Association Award, the Conservation Leadership Award, the Meldrim Thomson, Jr. "Principle Above Politics Award", and the John W. True Award for Excellence in Commitment to Youth. Forrester has also been named Legislator of the Year by the NH Association of Counties (2012) and New Futures (2013).

She and her husband Keith own a small environmental technology company. She has also served in Town Administrator positions in Tuftonboro and New Durham. Most recently, she served as the Executive Director for two award-winning Main Street programs in Plymouth and Meredith, where she helped create jobs and economic prosperity by attracting new businesses and new development.

Senator Forrester earned her bachelor's degree in political science with honors at the University of New Hampshire and went to work for Governor John H. Sununu. While serving full-time on the Governor's staff, Jeanie completed her MBA at the Whittemore School of Business & Economics.

In the community, she serves on the boards of the Greater Meredith Program, the Lakes Region Symphony Orchestra, Visiting Nurses of Meredith and Center Harbor and Latchkey Charities. She is a member of the NH Economic Development Association, and the Rakkasans 187th ARCT Association, as well as a former member of the Franklin Business & Industrial Development Corporation. She has helped raise money for a variety of organizations including the Loon Preservation Committee and the NH Lakes Association.

Senator Forrester also volunteers for Community Caregivers (Meredith, Center Harbor, & Moultonborough) which provides supportive services to neighbors in need. She serves on the Meredith Capital Improvements Program Committee and is a past member of the Waukewan Watershed Advisory Committee.

Peter Saliba – Founder

Peter Saliba began as Tilton's 26th Head of School in July 2012. Peter returns to New Hampshire after most recently serving as the Upper School Director at Berwick Academy in South Berwick, Maine since 2007. At Berwick, he was the primary administrator for a day school of 294 high school students, including managing and developing faculty and staff, driving admissions initiatives and working with parents and the board. Prior to Berwick, Peter was the

Assistant Head of School at Sage Hill School in Newport Beach, Calif., from 2003 to 2007. From 1995-2003 he was at Holderness School in nearby Plymouth, N.H., where he began as the Director of Technology and served as a teacher, an advisor, a varsity coach, a dormitory parent and a faculty mentor. He began his career in education as the Director of Technology at Western Reserve Academy in Hudson, Ohio. He is a graduate of Salisbury School (1985), Middlebury College (1990) and Dartmouth College (2002). Peter lives on campus with his wife, Rachel, and their three school-aged children

Dave Shorey – Founder

David Shorey was born in Tokyo, Japan and moved to Wesport, MA and again to Merrimac, MA for high school. He graduated from NH Vocational Technical College in Portsmouth, NH with an Associates Degree in Industrial Electronics and from Gordon College in Wenham, MA with a BA in Mathematics and a minor in Education. He completed his Master of Science in Mathematics Education Degree in May, 2014. David moved to New Hampshire to begin his teaching career in 1979 and is now in his 35th year of teaching having taught high school physics and mathematics, served as mathematics and mathematics/science department head for 20 years, and coached basketball and golf in three New Hampshire Schools. He has his certification for high school mathematics with a New Hampshire experienced educators certification. David loves working with high school students and has a desire to see them set goals for themselves that allow them to become young adults with the options to do whatever they wish to do in their futures. He also enjoys building and renovating homes and playing sports. He lives in Central New Hampshire with his wife and has 6 children and has been blessed with 5 grandchildren.

APPENDIX D
Discipline/Behavioral Policy

DISCIPLINE/BEHAVIORAL POLICY

The CCA discipline policy was created because we value respect, fairness, tolerance, communication, and teaching self-respect, responsibility, and life skills. We will strive to help students become aware of the reasons behind the rules and logical consequences.

RESPECT

Students are expected to show respect to all students and adults while at school. After de-escalating, a student who has not shown this expected behavior will need to return to the adult they have been disrespectful towards, explain why their behavior was unacceptable, and model the appropriate interaction. If the inappropriate behavior was directed toward another student, an adult mentor will accompany the student as they explain why their behavior was inappropriate and model an appropriate interaction. This procedure will be followed for all unkind, disrespectful, or offensive behavior and comments. At the discretion of a teacher or staff member, a letter or “Apology of Action” may be used in addition to modeling the appropriate behavior.

Disrespect includes using inappropriate language. There is a zero tolerance policy for inappropriate language at CCA, including profanity, rude or violent language, inappropriate innuendo or metaphors, and any language that is disrespectful or unkind.

A student who uses language that is deemed inappropriate at CCA will write a letter following the Responsive Classroom model explaining the incident and what they will do differently next time. This letter will go home with the student and must be signed by a parent and returned to school the next day. If the letter is not signed and returned, the student will need to call a parent and inform them of the incident while the Director or his/her designee is present. If it is noted that the student is repeatedly using inappropriate language, this phone call will take place immediately following the incident, and the student will also participate in an “Apology of Action”, such as helping with a job that must be done at CCA.

Unkind or disrespectful behavior toward staff or other students can indicate that a student does not know how to initiate an appropriate interaction. This includes behaviors such as teasing, using inappropriate language, or touching in a way that has potential for harm. Responsive

Classroom advocates that students who demonstrate these behaviors spend time thinking, writing letters, and developing strategies to help them gain understanding and make better choices in the future. At CCA, we will follow the Responsive Classroom approach but will also helping these students gain necessary social skills by working with them to model and practice appropriate interactions.

We will also track behavior violations to help us identify situations and times that may be challenging for a student so we can work with them to gain the skills needed to manage the situation appropriately. This will also help us as staff to prevent bullying and identify students who may need additional services and instruction.

HANDS-ON

We understand that sometimes a high five or a hug is a normal and appropriate interaction for students. However; there is a zero tolerance policy at CCA for any hands-on behavior that has the potential for harm. A student will receive one reminder to keep their hands and body safe. This reminder will be documented. If the behavior happens again, the student will use some of their unstructured time (recess, study hall, etc.) to work with the Director (and discuss with a parent if needed) to create a plan for appropriate, safe behavior. Students will be referred immediately to the Director and a parent will be called for any behavior, such as hitting or kicking that is intentional and potentially harmful or is intended to bully another student. Public displays of affection, such as hand holding for middle school students, are not permitted while at school.

EXPECTED BEHAVIOR FOR COMMON AREAS

It is expected that students will follow directions given by an adult when in a classroom or any common area including the bathroom, multi-purpose room, hallways, stairways, and playground. It is also expected that students will respect school property and the belongings of others, walk safely, use an indoor voice, clean up after themselves, and keep their hands and bodies to themselves. It is expected that everyone at CCA will work together to keep our school community clean and safe. Students who choose not to follow these expectations will be given

time to reflect on and practice them. Students who are destructive to school property will be required to stay after school and work with an adult to repair any damage they have done.

DRUG-FREE SCHOOL ZONE

We are a smoke-free and drug-free school zone. Drugs and alcohol are not permitted on school property, and students may not come to school under the influence of drugs or alcohol. Violation of these rules will result in suspension and possible expulsion.

DETENTION

Teachers, staff, and administrators have the authority to issue a lunch or after school detention for a violation of any rules addressed in this policy or posted in their classroom. The teacher, staff member, or administrator who issues the detention may choose to have the student serve it either with them or with the assigned detention teacher. Students may be given community service to complete during detention time. Detentions will be documented and a detention form must go home with the student, be signed by a parent, and be returned to school.

OTHER BEHAVIORS

The CCA Discipline Policy outlines the most common unexpected behaviors and their consequences. However, it is not possible to anticipate everything in a policy. The Administration reserves the right to make a considered judgment about behaviors and consequences for students that are not outlined in this policy. Ultimately, such situations may result in revisions to the Discipline Policy.

BULLYING POLICY

Bullying Prevention:

The intent of this policy is to be in compliance with NH RSA 193-f.

CCA believes that all students have a right to a safe and healthy school environment. The school and community have an obligation to promote mutual respect, tolerance, and acceptance.

CCA will not tolerate behavior that infringes on the safety of any student. A student shall not intimidate or harass another student through words or actions. Such behavior includes: direct physical contact, such as hitting or shoving; verbal assaults, such as teasing or name-calling;

cyber bullying; text messaging; and social isolation or manipulation. CCA expects students and/or staff to immediately report incidents of bullying to the Director or his/her Designee. Staff members are expected to immediately intervene when they see a suspected bullying incident occur. Each complaint of bullying should be promptly investigated. This policy applies to students on school grounds, during a school-sponsored activity, while traveling to and from school or a school-sponsored activity, and during the lunch period, whether on or off campus.

To ensure bullying does not occur on school grounds, CCA will provide staff development training in bullying prevention and cultivate acceptance and understanding in all students and staff to build the school's capacity to maintain a safe and healthy learning environment.

Teachers should discuss this policy with their students in age-appropriate ways and should assure them that they need not endure any form of bullying. Students who bully are in violation of this policy and are subject to disciplinary action, up to and including expulsion.

CCA has adopted a **Student Code of Conduct** to be followed by every student while on school grounds, during a school-sponsored activity, when traveling to and from school or a school-sponsored activity, and during lunch period, whether on or off school grounds.

The **Student Code of Conduct** includes, but is not limited to:

We expect each student to:

- respect authority,
- respect the rights of others,
- establish a sense of self-discipline and self-respect, and
- accept individual responsibilities.

CCA takes a positive approach to behavior, with the goal of reinforcing desired behaviors. If there is a discipline problem, we believe that by working together we can create a sound and safe educational environment. CCA staff works with students to develop an innate desire to make good choices. Behavior that creates an unsafe physical or emotional environment will not be tolerated.

CCA will educate, inform, and intervene regarding bullying situations.

- All staff, students and their parents will receive a summary of this policy prohibiting bullying at the beginning of the school year, as part of the student handbook and/or information packet, as part of new student orientation, and as part of the school's notification to parents.
- The school will make reasonable efforts to keep a report of bullying and the results of investigation confidential.
- Staff members are expected to immediately intervene when they see a bullying incident occur.
- People witnessing or experiencing bullying are encouraged to report the incident; such reporting will not reflect on the victim or witnesses in any way.

Conflict Resolution:

CCA believes that all students have a right to a safe and healthy school environment. Part of a healthy environment is the freedom to openly disagree. With this freedom comes the responsibility to discuss and resolve disagreements with respect for the rights and opinions of others.

To prevent conflict, CCA will incorporate conflict resolution education and problem-solving techniques into the curriculum, including but not limited to Responsive Classroom techniques. This is an important step in promoting respect and acceptance, developing new ways of communicating, understanding, and accepting differing values and cultures within the school community. It helps ensure a safe and healthy learning environment.

CCA will provide training to develop the knowledge, attitudes, and skills students need to choose alternatives to self-destructive, violent behavior and dissolve interpersonal and intergroup conflict.

The Student Code of Conduct for Conflict Resolution is to be followed by every student while on school grounds, during a school-sponsored activity, when traveling to and from school or a school-sponsored activity, and during lunch period, whether on or off school grounds.

The Student Code of Conduct for Conflict Resolution includes, but is not limited to, the following:

- Students are to resolve their disputes without resorting to violence.
- Students are encouraged to help fellow students resolve problems peaceably.
- Students can rely on staff to intervene in any dispute likely to result in violence.
- Students needing help in resolving a disagreement, or students observing conflict may contact the Director or his/her Designee.
- Students involved in a dispute will be referred to a conflict resolution with adult mediators. Staff will keep the discussions confidential.
- Conflict resolution procedures shall not supplant the authority of staff to act to prevent violence, ensure safety in school, maintain order, and discipline students.

Procedures in Response to Harassment or Bullying:

Reporting Procedure

- CCA encourages any student who believes s/he has been the victim of harassment or bullying, or any student who has witnessed such acts, to report the incident(s) at once to any teacher, staff, or administrator of the school.
- Oral complaints should be documented in writing on the Incident Report Form by the adult receiving the complaint. Oral or written reports should be made to the administrator or designee as soon as possible.
- Administration will strive to keep harassment and bullying reports confidential.

Investigative Procedure

- Upon receipt of an oral or written complaint, the principal or designee will:
 1. Interview the person reporting the complaint (staff, parent, witness)
 2. Victim
 3. Witnesses
 4. Accused

These interviews will generally be conducted individually, in order to protect the privacy of all involved persons. Parents of the victim and the accused will be notified.

Disciplinary Procedure – Student Violators

Harassment or bullying is a form of misbehavior that is more severe than minor, everyday mischief or schoolyard squabbles. It involves more aggressive or intense psychological or physical harassment as well as an element of repetition.

- For mild or moderate incidents of harassment, intimidation, or bullying, parents of the victim and the aggressor will be contacted and informed of the incident; the aggressor will receive an oral reprimand and be assigned detention – either during school or after school and will be allowed to return to class. The victim will receive oral support and assurance. A repeat offense against the same victim by the same aggressor will involve for the aggressor a parent conference and detention. Further offenses will result in suspension (in-school and/or out of school). If there is no evidence of progress, the child may be expelled from CCA.
- For severe incidents the aggressor will be removed from class and parents of both the victim and aggressor will be contacted. The aggressor will be suspended (in-school and/or out of school), and possibly expelled, depending on the nature and severity of the incident.
- Students making false claims of harassment, intimidation, or bullying will be sent for a conference with the principal or designee after the first offense. A second false claim will result in a phone call to parents and detention. Repeat offenders will face suspension or possible expulsion at the discretion of the principal.
- Any student who engages in bullying may be subject to disciplinary action up to and including expulsion.
- Students are expected to immediately report incidents of bullying to a staff member.
- Students can rely on the Director or his/her Designee to promptly investigate each complaint of bullying in a thorough and confidential manner.

If there is a disagreement between Parent or Guardian and Principal or Designee:

If the complainant student or the parent of the student feels that appropriate resolution of the investigation or complaint has not been reached, the student or the parent of the student should contact the principal or the Board. Requests to meet with a board member may be made through the CCA office. The school prohibits retaliatory behavior against any complainant or any participant in the complaint process.

In the event of an out-of-school suspension or expulsion, the student has the right to a notice in writing, and a hearing before the Board, as set forth in the following sections:

- A. A student whose act is determined by the Director to subject him/her to out-of-school suspension or to result in expulsion, shall be given notice by the Director, in writing, of the charges against him/her, and of the time and place of his hearing before the Board. A copy of the notice shall be sent immediately to the student's parent or guardian.
- B. The Board shall hold a hearing at the next regular or special meeting. The hearing shall be non-public unless a public session is requested by the student and his/her parent or guardian. The Board may adopt, with respect to any hearing, reasonable rules for the conduct of the meeting.
- C. A written finding of the Board shall be made within five school days from final adjournment of the hearing. In the event that the Board finds in its judgment and discretion, on a preponderance of evidence, that some or all of the charges against the student are valid, it may take such action it considers appropriate as in the best interest of the student and other students and teachers. In the event that the Board finds that the charges against the student are not valid, it shall dismiss the charges.
- D. When a student is on an IEP, and there is a change being considered (expulsion, long-term suspension, or series of short-term suspensions), the student's IEP team must be convened to consider and discuss any changes in placement.
- E. Records of discipline events will remain in a student file for up to one year and will be removed if there are no other similar events.

Immediate removal: The procedures outlined above do not infringe upon the right and responsibility of school authorities to ensure a safe school environment. The Director has the right to immediately remove from school a student who poses a continuing danger to persons or property or an ongoing threat of disrupting the academic process of the school.

Definitions

In-school suspension: The student is removed from the normal classroom setting but remains in school.

Short-term suspension: Exclusion from school for no more than nine consecutive days.

Long-term suspension: Exclusion from school for ten days or more, but for a specific period of time.

Expulsion: Termination of school services.

Bullying: Bullying behaviors are dangerous and disrespectful behaviors that will not be tolerated or permitted and is defined as any overt act or combination of acts directed against a student by another student or group of students and which:

- is repeated over time; or
- is intended to ridicule, humiliate, or intimidate the student.

Possible Steps for Intervening in Bullying Situations

- Intervene immediately to stop the bullying.
- Talk to the bully and the victim separately. If more than one student is involved in bullying behavior, talk to each separately, in quick succession. Expect bullies to minimize or deny their actions.
- Remind the bully about school and classroom rules, reiterate what behavior is expected, and discuss sanctions that will be imposed for future bullying behavior.
- Reassure the victim that everything possible will be done to prevent the bullying from happening again.
- Make other students aware of the consequences of the bullying behavior. Reiterate the schools' policy of zero tolerance toward bullying.
- Phone the parents of both the bully and the victim as soon as possible. If possible, involve the parents in designing a plan of action.
- Continue to monitor the behavior of the bully and the safety of the victim.
- Consult administrators, teachers, and staff members to alert them to the problem and to get a better understanding of it.
- If the situation doesn't change, remove the bully, not the victim, from the classroom.